

GOVERNOR DUMMER ACADEMY

Governor Dummer Academy is accredited by the New England Association of Schools and Colleges. It is a member of the National Association of Independent Schools, the Independent School Association of Massachusetts, the Secondary School Admission Test Board, and the Council for Religion in Independent Schools.

Photography by William Mackey

GOVERNOR DUMMER ACADEMY



1986-1987



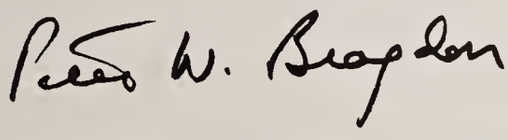
FROM THE HEADMASTER

Since 1763, Governor Dummer Academy has carried out the will of Lieutenant Governor William Dummer of the Massachusetts Bay Colony. A school which produced significant leaders for the initial stages of American independence trains the young of today for the immense obligations of the future. The school motto, "non sibi sed aliis — not for self but for others", captures this challenge. For centuries a college preparatory school, Governor Dummer Academy assumes the responsibility of teaching students how to think, how to contribute and how to live.

The route through our school includes a basic curriculum uncorrupted by the whims of our time but responsive to its needs; this route includes involvement in the arts and humanities, spirited participation in a competitive athletic program, and opportunities for community service. Perhaps less obvious but equally compelling for our students is the beauty of this New England locale — of salt marshes, beaches, harbors and fishing vessels, old farmhouses, the town of Newburyport and the city of Boston.

At the core of Governor Dummer life is the boarding experience. Deep friendships are developed during time shared in the perennial rebirth of a functioning community. Day students bring further variety, talent and a similar commitment to a vital community; they provide avenues to the neighborhoods surrounding our school.

Come for a visit. Meet our students, teachers and staff. We want to provide any help you need to discover our unique and enduring approach to the critical secondary school years.



Peter W. Bragdon, Headmaster



HISTORY AND ENVIRONMENT

"The school, still occupying the area set aside for it by Governor Dummer, stands on land gently sloping upward from the flatness of the tidal marshes, looking out toward the ocean five miles to the eastward at Plum Island. Of an early morning at sunrise, the view in this direction is one which is remembered with pleasure akin to reverence."

John W. Ragle, Headmaster Emeritus
in *Governor Dummer Academy History*



HISTORY AND ENVIRONMENT

The oldest boarding school in continuous operation in the United States, Governor Dummer Academy was founded in 1763, just north of Boston in Byfield, Massachusetts, under the will of Lieutenant Governor William Dummer of the Massachusetts Bay Colony. In the 18th century alone, the Academy produced some of the nation's earliest leaders in the church, military, education, the law, and government — including the founder of Phillips Academy and 16 members of the first Congresses of the United States. With such strong ties to our nation's beginnings, the Academy, now fully co-educational and national in its student constituency, continues to see its role as providing society with educated leaders, but also as far more. Its chief goal is to encourage in its students self-discipline, confidence based on achievement, fulfillment through sensitivity to the rights of others, personal responsibility, and team work. Underlying this goal is the motto of the Dummer family, passed down and often repeated to GDA students: "*Au vray courage rein impossible* — With true courage, nothing is impossible."

Throughout its more than two centuries of preparing young people for college and for the world beyond, Governor Dummer has focused upon basic study skills and subject areas within a strong Liberal Arts curriculum. As students progress through the school, they are challenged to think, to imagine, to analyze in increasingly more complex ways and in increasingly more demanding courses. Students' academic and social lives, which take shape in historic classroom buildings and actual 18th century colonial homes, are guided by a tradition of intellectual rigor and principled behavior.

Forest, fields, marsh, river — all these elements of the "lands and farms of Newbury," given to Governor William Dummer by his father Jeremiah in 1712 — contribute to an environmental beauty and utility especially Governor Dummer Academy's. The school is linked to the ocean, 5 miles due east, by the Parker and Mill Rivers that fork to embrace the campus. Plum Island and its Wildlife Refuge and beach are a 5-minute drive away. Students and faculty utilize the uniqueness of the marsh and the ocean environment in myriad ways: Biology and Ecology students take field trips to the marsh and beach to explore the flora and fauna; day or afternoon trips on weekends find students enjoying the sun and surf of the Atlantic off Plum Island; the entire school embarks on a Whale Watch in mid-September; joggers run the "Short Loop" on a road that winds through the marsh and along the Parker River; hardier souls swim off nearby Harlow's Bridge in early autumn and late spring.

Without question, William Dummer provided an especially lovely setting for his vanguard academy — an environment of extraordinary natural beauty and one that extends both learning and community well beyond the brick and clapboard buildings of the school.

The Academy's proximity to historic Newburyport (just 5 miles distant) and Boston (a 40-minute-drive south) also makes its location special. Field trips to the capital city incorporate visits to such sights as the U.S.S. Constitution ("Old Ironsides"), Fanieul Hall, the Old North Church, and Government Center.











THE FACULTY

"Teaching here allows you to be in touch with the past, the present and the future simultaneously. To be a part of this heritage and to know that what you offer will be valued and remembered is paramount."

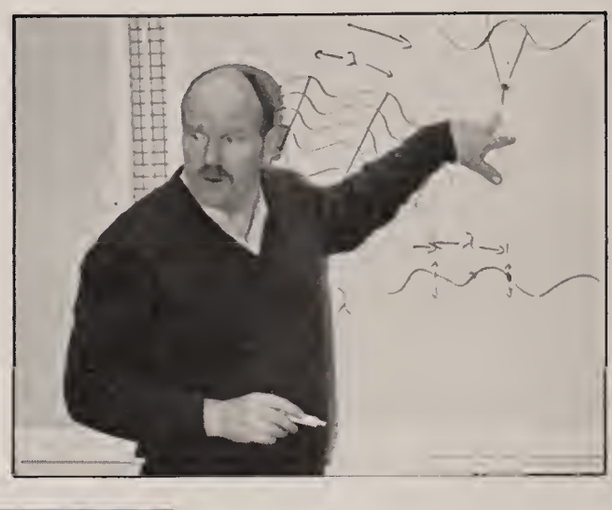
Lynda F. Bromley, Faculty



THE FACULTY

Master Samuel Moody, Governor Dummer Academy's first schoolmaster and Headmaster, provided an example for those who would follow him in his preparatory school and for those who would establish and teach in others like it. It was an example — and by it, a challenge — rooted in Moody's exceptionally high standards of intellectual pursuit, personal integrity and generosity of spirit. It is a challenge willingly and enthusiastically taken up by Governor Dummer faculty members throughout the school's two and a quarter centuries.

Diverse in its talents and varied in its interests, dynamic and nurturing in its approach to youth and their learning, the teaching faculty of Governor Dummer numbers around 45. More than 30 hold Masters degrees or above; several have expertise in more than one subject area. Most of the faculty live on campus either in dormitories or in homes close by the dorms, and all carry several roles for students: teacher, guide, counselor, advisor, coach, parent, friend. Consistent with this variety of roles, often held simultaneously, are the qualities of unselfishness and generosity based on a commitment to the ideals, values, and way of life of the Academy, qualities rewarded by the joy and satisfaction of sharing in the growth and maturing of young men and women.



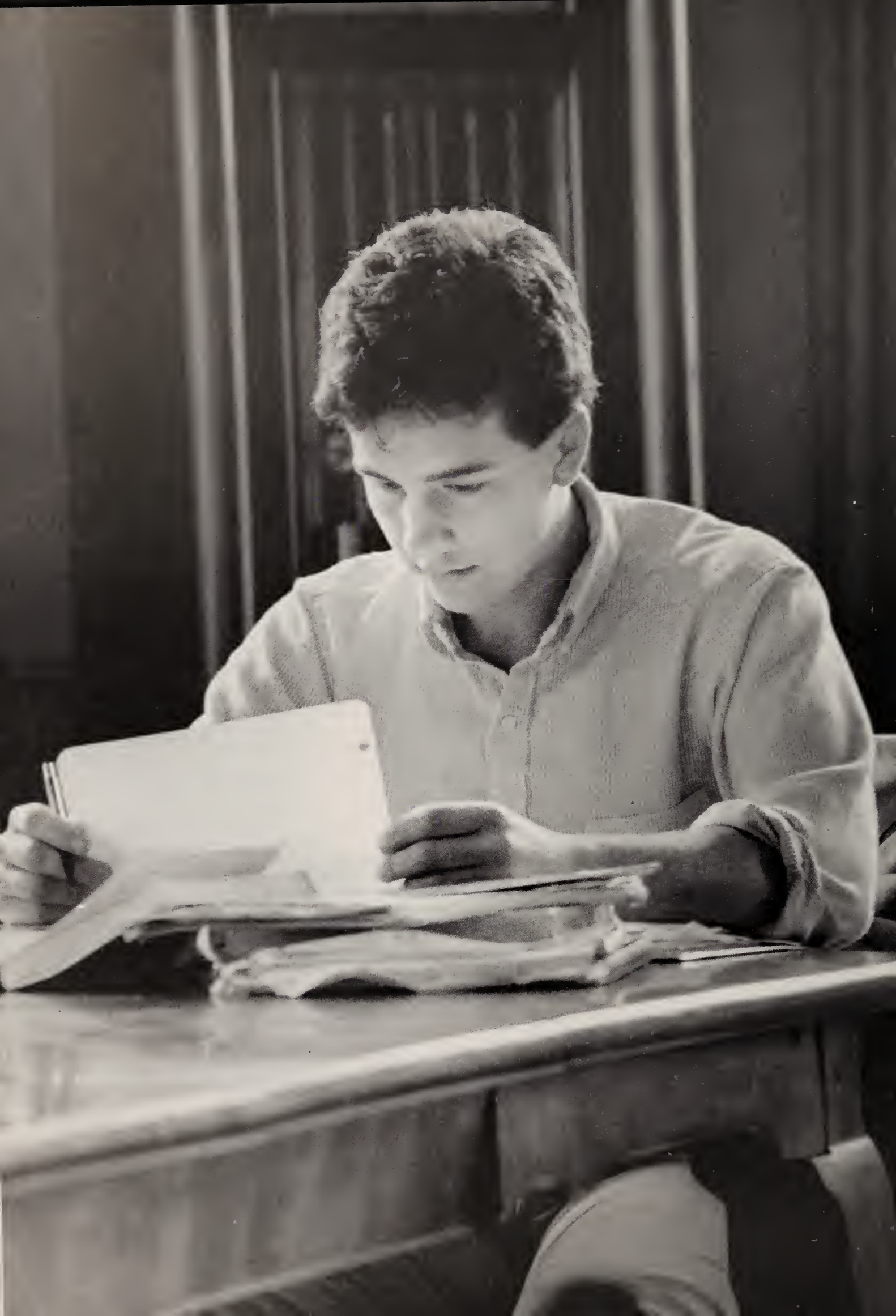




ACADEMICS

"The most important thing I learned at Governor Dummer Academy was the ability to convince, to persuade, and to influence the outcome of events rather than be driven by them."

Carl A. Pescosolido, Jr. '55
Chairman of the Board of Trustees



ACADEMICS

Governor Dummer's academic program reflects its primary emphasis as a structured, demanding college-preparatory institution, encompassing grades 9 through 12. While the curriculum is designed to ensure that students fulfill college entrance requirements, each department offers many courses beyond the standard fare, to meet particular interests of individual students. Additionally, students are required to explore many subject areas, including the Fine Arts, during their time at the Academy. In small classes averaging 12, students and teachers develop close and dynamic relationships that significantly enhance the learning that takes place in the classroom.

At the end of each of the school year's four quarters, academic advisors send grades and instructors' reports home. At these times, too, the Director of Studies publishes lists of those Freshmen and Sophomores who have attained a high enough average to be excused from daily Study Hall and of those students who have attained the academic distinction of Honor Roll and High Honor Roll. Students who have not met minimal academic standards are subject to Academic Probation at this time, as well.

Each student normally carries 5 subjects — depending on the grade level, 5 major courses or 4 major courses and a minor course. Diploma requirements include the successful completion of four years of English, three years of Mathematics (through Second Year Algebra and Trigonometry), two years of a Foreign Language, 2 years of History (1 in United States History and one other), two years of Science, one year of Introductory Fine Arts, and another minor course in the Arts, and one minor course in Religion, as well as one minor course in Speech, taken during the Senior year. The course selection process involves the student, his or her advisor and parents, and the Director of Studies. Mid-year and final examinations are part of most major courses.

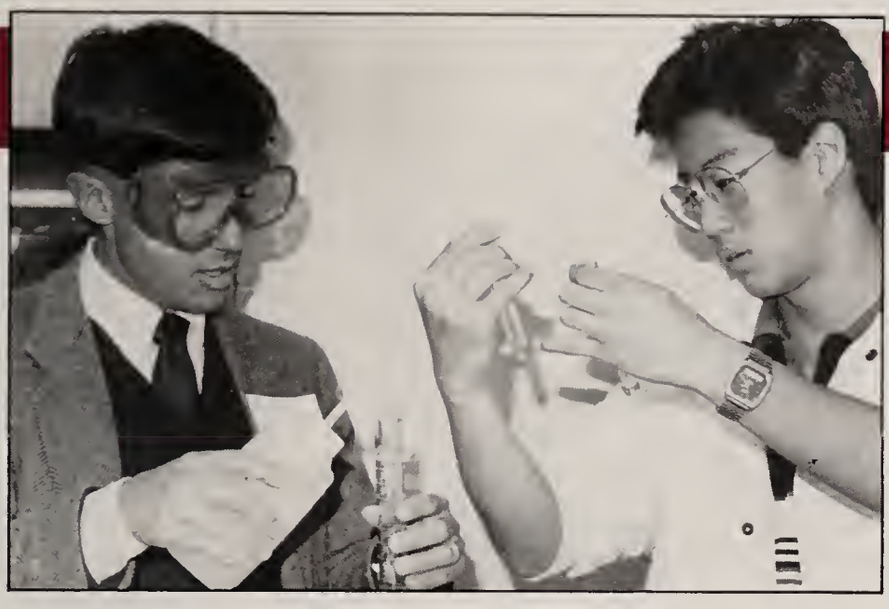
The Academy offers Honors, Accelerated, and Advanced Placement courses in English, Mathematics, Biology, Chemistry, Physics, U.S. History, Studio Art, French, German, Spanish and Latin. Successful completion of such courses often allows students to register for upper level courses in college upon enrollment. In addition, students may pursue Independent Study projects — either during the academic year or as a special Senior Spring Term Project, investigating areas (not necessarily academic) of special interest — landscape architecture, veterinary science, the special Olympics program, Shelters for the Homeless, to name a few projects recently undertaken by seniors.

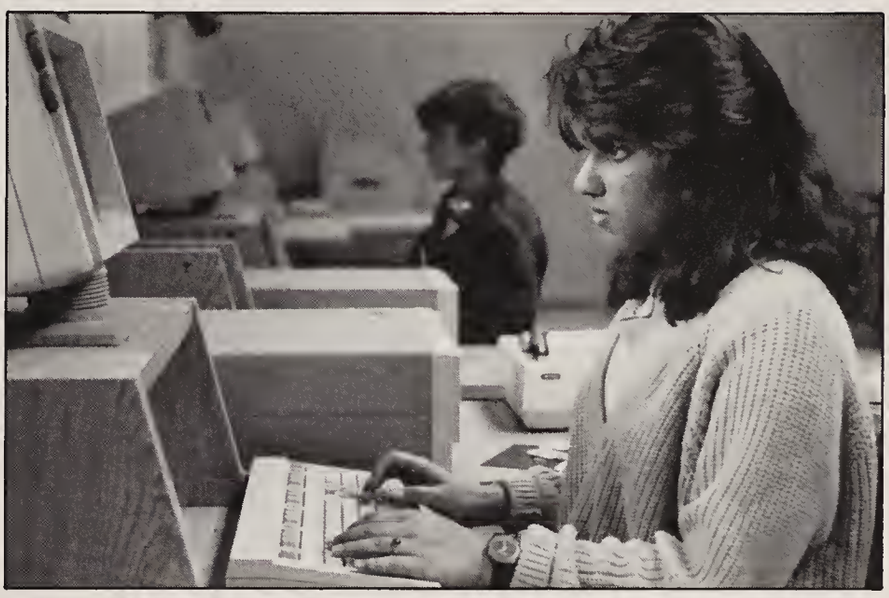
Each year the top-ranking Juniors and Seniors are elected to the Cum Laude Society in recognition of outstanding scholarship.

Outstanding academic facilities meet the varied demands of the several disciplines: Parson's Schoolhouse contains classrooms for Foreign Languages and Mathematics, a Language Library, and the Wang-Goodhue Computer Center complete with 14 terminals (and 6 others located in other buildings on campus); the Frost Building, which houses the main library of more than 20,000 volumes, also contains seminar rooms for History and English classes, as well as an Audio Laboratory, Lecture Hall and the Archives; the Schumann Science Center contains lecture rooms, laboratories for Physics, Biology, Chemistry and Electronics, and a greenhouse; the Kaiser Visual Arts Center, with classrooms for Studio Art, Photography and Ceramics, two darkrooms, as well as the Youngman Gallery; the Thompson Performing Arts Center houses individual practice rooms, a choral room, an electronic music studio and a large studio/classroom for jazz band, music history and theory classes; and finally, the restored Noyes Library is a seminar room for Latin courses and other small meetings.

















ADVISING AND COUNSELING

"I have always been charmed by the relationships between students and faculty here. They are at once professional and warm."

Joanna Grugeon, Faculty



ADVISING AND COUNSELING

While nurturing communities such as Governor Dummer provide a great deal of informal counseling and advising, the Academy does have a formalized Advisor System. Each student has an advisor on the faculty (most of whom live on campus), someone whose primary goal in this role is to support and guide that student through the vicissitudes of the high school years: course selection, concerns about daily academic preparation and performance, study skills, and peer, family and faculty relationships. Throughout the year, the advisor is in direct contact with the student's parents, three times a year via formal written evaluations (attending a set of course instructor reports), and at other times of the year by less formal and routine means.

Students needing support beyond the Advisor System find help through the Academy's Counseling Group — several experienced and trained faculty members organized and headed by the school's professional counselor. When necessary, a student might meet with a counselor or other off-campus professional. The School Chaplain is also readily available for help.

Forms of peer counseling also abound at Governor Dummer — ranging from the Big Brother-Big Sister Program, which helps new students adjust to the Academy, to less structured modes, such as the Senior Proctors in each dormitory, students chosen especially for demonstrated responsibility, sensitivity, and generosity towards others.


GOVERNORS











COLLEGE PLACEMENT

"Governor Dummer taught me to be a critically thinking adult, to respect others' dreams, to push myself physically and mentally, and to be happy pursuing my niche."

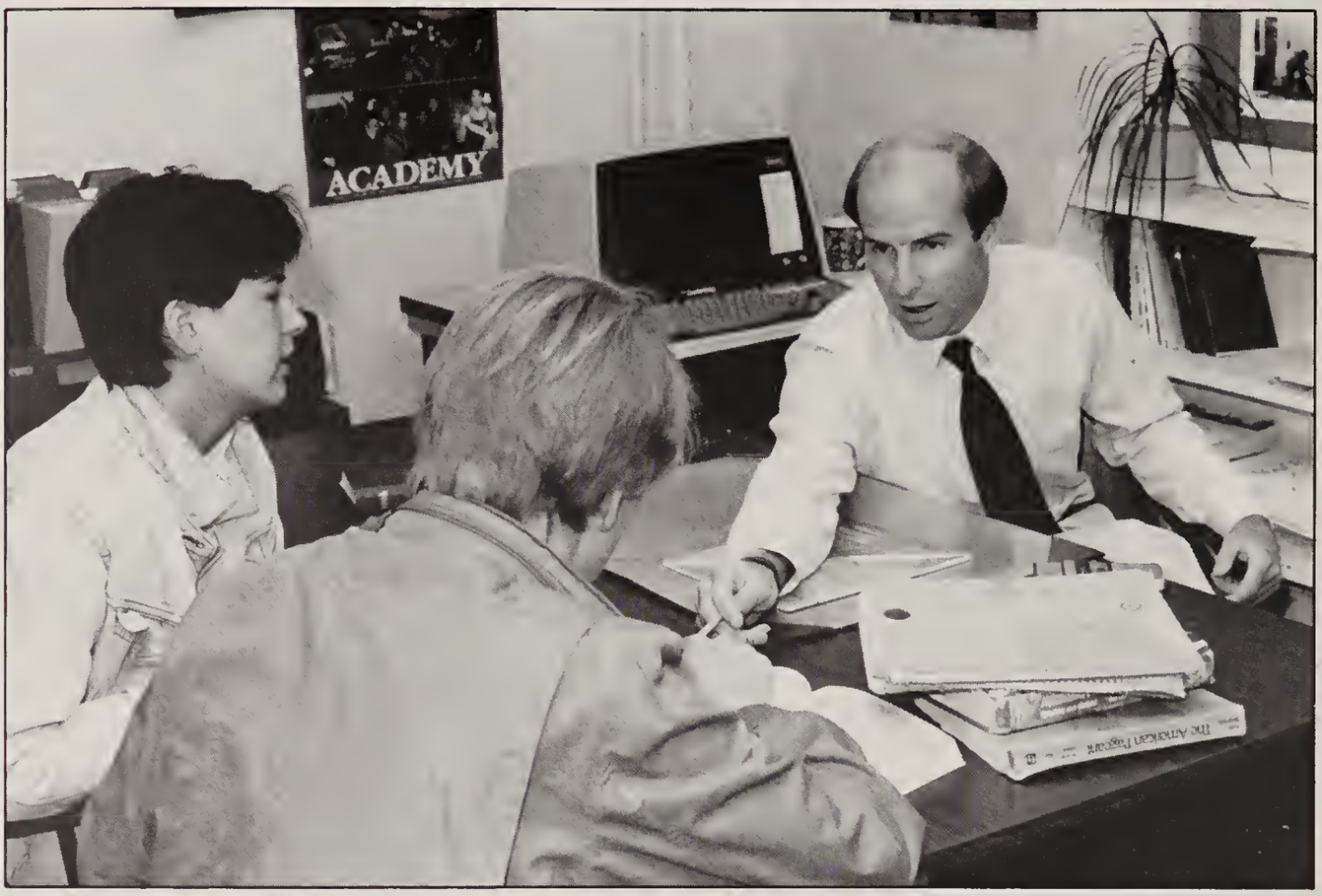
Carol Goldberg, '76



COLLEGE PLACEMENT

Most Governor Dummer students begin thinking about their future plans for college in their Sophomore year, many even earlier. The College Placement Office, along with faculty advisors, helps students early on to evaluate their individual academic progress and personal development, and to gain a realistic perspective on goals, ambitions and projected future careers. In the middle of the Junior year, the College Placement Director begins formalized and direct work with individual students and their families. The process includes group meetings with the Junior class; a College Day including a panel of College Admissions Officers representing a wide range of educational options who speak to all Juniors and their parents; individual conferences with each student, and with the parents. Students also utilize computerized College Selection Service on campus, by which they can choose suitable colleges to visit prior to senior year.

Over 100 representatives from colleges and universities across the United States and around the world visit the Academy during the school year to talk with interested students. Alumni interviewers from a number of colleges hold interviews on campus, as well. In the fall of the Senior year, Seniors begin to file applications under the direction of the College Placement Office. While Governor Dummer traditionally sends students to selective and highly selective colleges and universities, its primary goal is to ensure that each student is placed in an academic setting that will favorably suit his or her abilities and needs.


ACADEMY



COLLEGE MATRICULATION, CLASSES OF 1983-1986

American	Middlebury
Amherst	Mount Holyoke
Babson	Univ. of New Hampshire
Barnard	Univ. of N. Carolina, Chapel Hill
Bates	Northeastern
Boston College	Northwestern
Bowdoin	Oberlin
Brandeis	Occidental
Brown	Univ. of Pennsylvania
Bryn Mawr	Pomona
Carleton	Princeton
Univ. of Chicago	Rensselaer Polytechnic Institute
Colby	Rice
Colgate	Univ. of Richmond
Univ. of Colorado	Rhode Island School of Design
Columbia	Univ. of Rochester
Connecticut College	Rollins
Cornell	Univ. of St. Andrews (Scotland)
Dartmouth	St. Lawrence
Duke	Skidmore
Franklin & Marshall	Smith
Georgetown	Stanford
Gettysburg	Syracuse
Hamilton	Trinity
Hartwick	Tufts
Harvard	Tulane
Haverford	Univ. of Texas at Austin
Hobart	Univ. of Vermont
Holy Cross	Vassar
Ithaca	Vermont
Johns Hopkins	Washington and Lee
Kenyon	Wellesley
Lafayette	William and Mary
Lake Forest	Williams
Lehigh	Wittenberg
Univ. of Maine	Wooster
Univ. of Mass.	Worcester Polytechnic Institute
Mass. Inst. of Tech.	Yale









ATHLETICS

"Each athletic practice is a chance to be revitalized by youth, a chance to share my experience and knowledge."
Robert E. Anderson, Director of Athletics


GDA

ATHLETICS

Governor Dummer Academy has traditionally provided a strong athletic program for students of all abilities, encouraging students to participate in organized sports throughout their years at the Academy. As with many other areas of school life, athletics offer the opportunity for students to grow — in respect for themselves and for others, in a knowledge of healthy competition and in a recognition of the value of team work.

Most students are involved in interscholastic athletics on teams of all levels, which practice daily and compete on Wednesdays and Saturdays. Freshmen and Sophomores are required to participate on such a team each of the three seasons. Juniors have a one-season requirement; Seniors must be involved in either interscholastic or intramural sports one season, although most participate beyond this requirement. If involved in other aspects of the Afternoon Program (Community Service or Drama, for example) students are obligated to take Physical Education classes during the academic day.

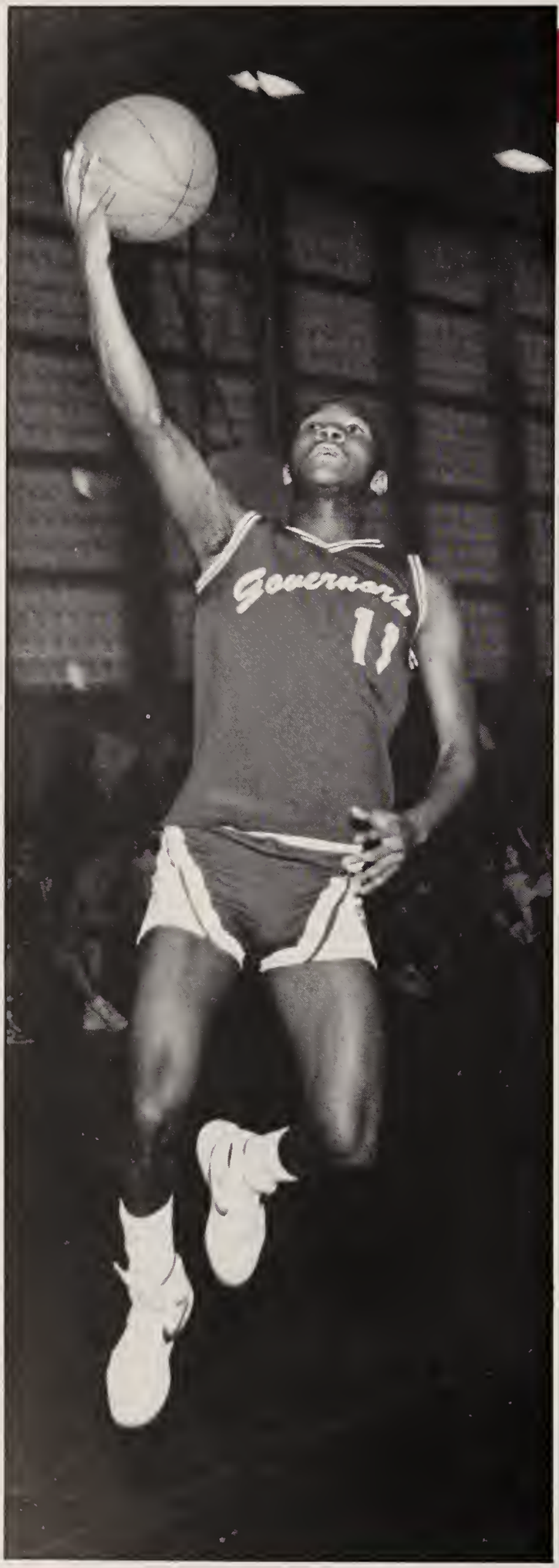
Twelve playing fields, a fully-equipped gymnasium (housing a dance studio in addition to a wrestling room, basketball-volleyball court, training room, complete "Eagle" fitness and weight room, and locker facilities), an enclosed ice hockey rink, a quarter-mile track, 6 tennis courts, and a 9-hole golf course comprise the Academy's athletic facilities. These are fully available throughout the week for recreational use as well as for routine practices and contests. Many students also bicycle, hike and jog, utilizing much of the school's 500-acre campus. Informal competition between student and faculty teams in flag football, soccer, basketball, and other sports also takes place.

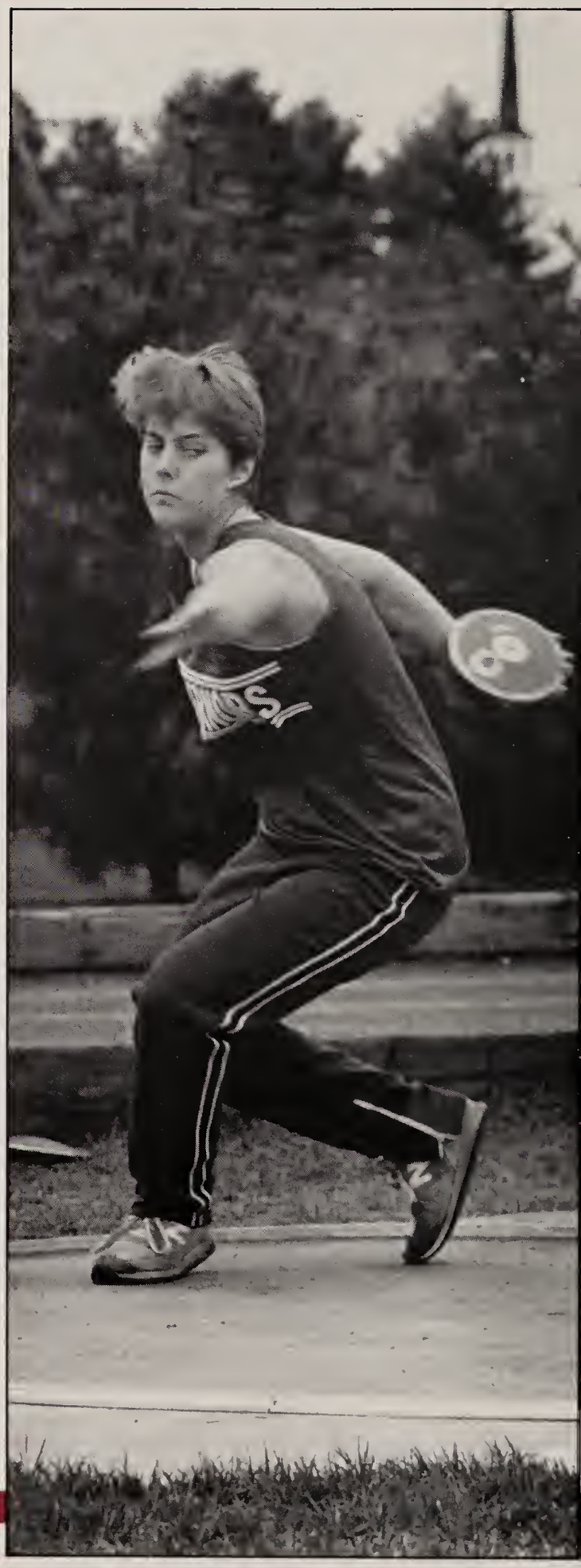
Governor Dummer is a member of the Independent School League, a group of New England area schools committed to maintaining the true spirit of amateur athletics. "The Governors" are well coached by primarily resident faculty to reflect the pride and enthusiasm that are characteristic of the Academy as a whole.

ATHLETIC OFFERINGS

Boys' Sports:
Football
Soccer
Basketball
Ice Hockey
Wrestling
Baseball
Lacrosse
Track and Field
Tennis
Cross Country
Nordic Skiing
Dance
Golf

Girls' Sports:
Field Hockey
Soccer
Basketball
Ice Hockey
Volleyball
Lacrosse
Track and Field
Tennis
Cross Country
Nordic Skiing
Dance
Golf


Governors
11






GDA


GOVERNOR
DUMMER
ACADEM




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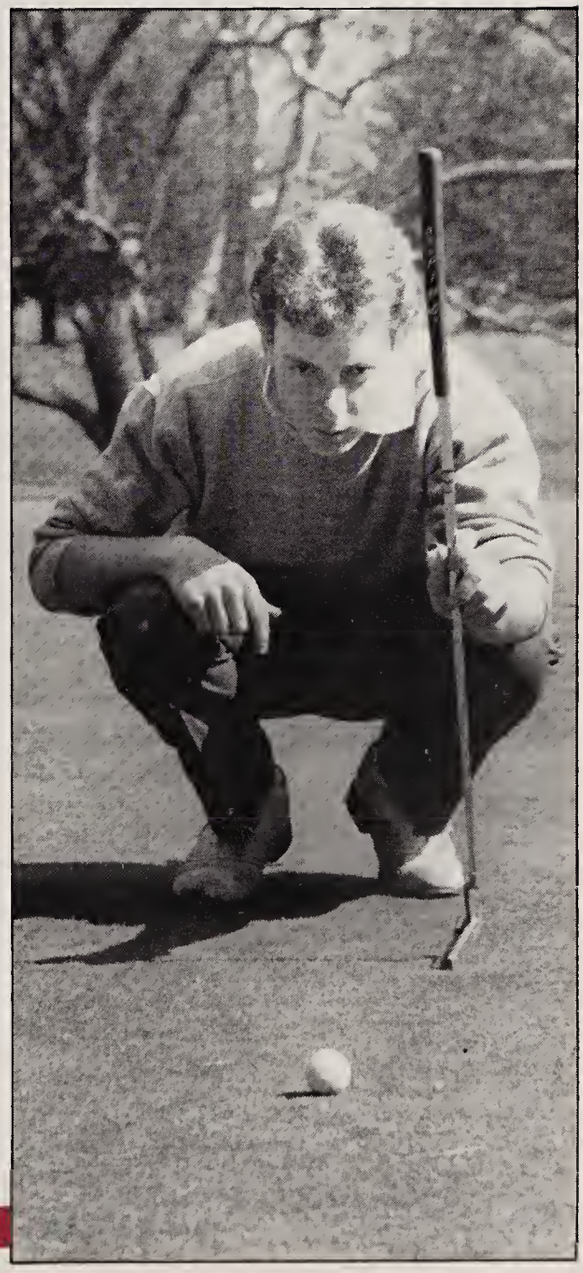





GOVERNORS


VERNORS
VERNORS









THE ARTS

"The Arts at Governor Dummer have no boundaries; the student is encouraged to pursue *any* interest."

Elysa Marden, '86



THE ARTS

The Arts at Governor Dummer are varied and strong, a testament to the value and importance that the Academy places on their role in the full and complete education of every young person. In addition to a rich and diverse course selection in the visual and performing arts (and the graduation requirements in this subject area), the Academy actively encourages extracurricular involvement in this realm.

In Music, students may select courses in Music Theory, Electronic Music and Music History, and Independent Study in areas of particular interest. Performance groups include "The Big Wind" and "The Slight Breeze" (jazz bands), The Academy Singers (the chorus), The Governor's Octet, and The Governor's Brass Quartet. Other ensembles form in response to talents and interests. Conservatory-trained instructors teach a variety of instruments, as well as voice; students may rent virtually any instrument they care to study. Formal performances and concerts take place four or five times yearly; the Music Guild, a wholly student-organized group of musicians, produces several additional concerts. Coffee Houses and other informal settings provide additional performance opportunities.

Art courses range from the required Introduction to the Fine Arts for Freshman through Art History, all levels of Studio Art, Ceramics and Photography. Students may also pursue Independent Study projects in any of the Fine Arts. With the Kaiser Visual Arts Center as the heart of visual arts activity, students explore the various media and activities as well as in classes: the building is staffed throughout the week and weekend with Arts faculty. The Youngman Gallery hosts several professional and student art exhibits yearly, and students may meet these artists at Friday evening Gallery openings.

Energetic and talented thespians abound at Governor Dummer and find their expression primarily through the three major theatrical productions yearly. Fall and winter shows are directed by the Faculty Director of Drama, and recent productions have included *A Streetcar Named Desire*, Moliere's *Tartuffe*, *Back County Crimes*, *Fiddler On The Roof* and Studs Terkel's *Working*. The spring play is traditionally directed by a senior who has demonstrated interest, ability and commitment to theater during his or her time at Governor Dummer Academy. This senior selects the show, chooses the Faculty Advisor, cast, and technical crew, and holds total responsibility for the production. *Barefoot In The Park*, *Play It Again, Sam* and Orwell's *1984* have been produced successfully in recent years. Students involved in drama, as actors or technical staff, normally do not participate in a sport, since rehearsals take place in the afternoon. In addition to the three primary productions of the year, students often find other means of dramatic expression — through participation in the Shakespeare Reading Contest, Independent Projects (normally undertaken by Seniors), or by work with the Theatre of Newburyport and the Children's Theatre of Newburyport, both of which have strong connections to the Academy through members on our faculty and various workshops they offer. In addition, Governor Dummer Academy is a member of the International Thespians' Society.



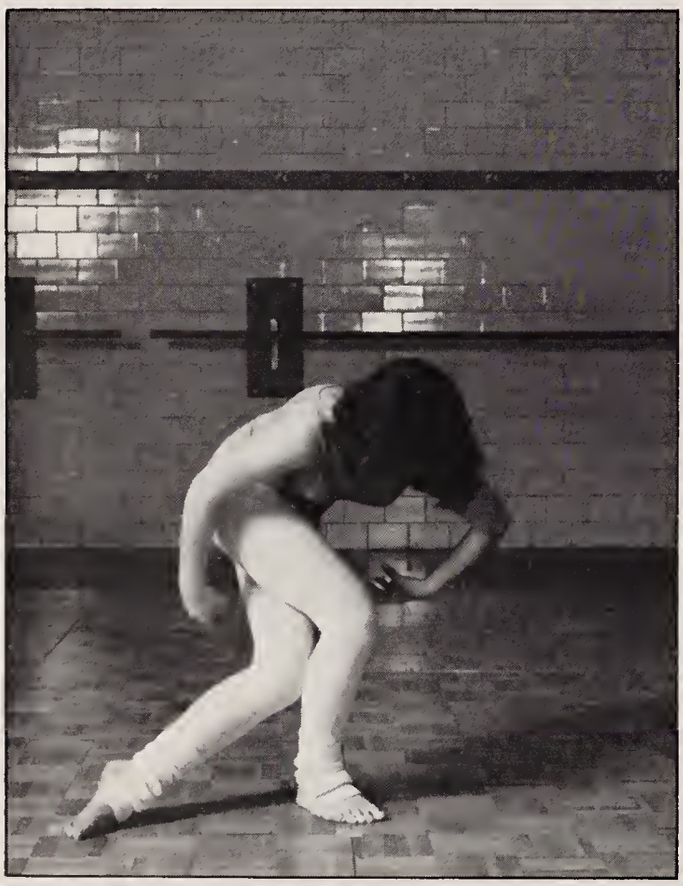




















COMMUNITY LIFE

"The campus atmosphere is charged with excitement, friendliness and a true desire to learn."

Elizabeth Ruhl, Faculty



COMMUNITY LIFE

Student life at Governor Dummer Academy means community life: students and faculty begin each academic day together after breakfast at 7:45, at a regular morning meeting of announcements, skits, music — whatever people have to share with one another. On Wednesday mornings, the school gathers in the Moseley Chapel for a brief talk by a student, faculty member or friend of the school; rather than a worship service, this is a time for the sharing of ideas, feelings and beliefs. The academic day begins at 8:00 and ends at 2:45, with classes rotating in time period day-to-day and all major courses meeting daily. Conference Period is integral to each class day (except Wednesday, which is shortened to accommodate afternoon athletic contests); during this time, students may seek extra help from their teachers at a set place — at his or her home on campus, or in an office or classroom. Academic assistance is also available during the rest of the day and during the evenings. From 2:45 to 3:30, many of the Academy's clubs and activities hold regular meetings; class meetings are also held during this time block.

In the afternoons during the academic week all students are involved in some aspect of the Afternoon Program. Most participate in a varied, wide-ranging athletic program; others take athletic free terms to pursue a special talent or ability (for example, an Olympic acrobatic skier), to take part in one of the year's three major theatrical productions, or to join the Community Service Program, helping in nearby nursing homes, hospitals and schools.

At some time during the day, each student is involved in an aspect of the Work Program — stacking lunch trays, sorting silverware, sweeping steps, shoveling a walkway. With all students taking part, the program reflects the Academy's belief in the educational value of learning to care for oneself and one's surroundings, as well as to serve others.

Dinner precedes a structured two-hour Study Hall in the dormitories, after which students normally break for a snack, socializing at The Grill in the Student Union. Check-in and lights-out times vary with grade level.

Weekend activities spring naturally from the interests and desires of the people who make up the Governor Dummer Academy community — the students (both boarding and day) and faculty. On Friday evenings, many students attend the theater or the symphony, or some other cultural event, fulfilling a once-per-term Humanities requirement. Others stay on campus to enjoy a concert, special movie, mime or other presentation. Art openings in the Youngman Gallery also take place on Friday evenings. Saturday mornings are often a "hands-on" time — the photography lab, ceramic and art studios are open for use, as are the music rooms and La Factorie (the wood and metal shop). The Wang-Goodhue Computer Center; driver's education, typing classes, and SAT preparation classes are also available. Vans shuttle to and from Newburyport in the morning to transport students wishing to shop. Most students spend their Saturday afternoons in athletic contests, either at home or at other New England schools. Saturday evening's events are planned by the student Social Committee: dances, or other nearby attractions, plays, coffee houses and talent shows are the usual fare. A very special aspect of weekend life is Open House, where Headmaster and Mrs. Bragdon open their home, the historic Mansion House, to the entire community for the evening. Ping pong in the basement, chess and Trivial Pursuit in front of the fireplace in the living room, a movie in the "Old Kitchen", hot fudge sundaes and



pizza around the kitchen table — these elements combine with the warmth and genuine hospitality of the Bragdons to create a true home for students, faculty and their families, and friends.

Students usually spend Sundays alternately relaxing and studying, although faculty take students on off-campus trips routinely — to Faneuil Hall, Plum Island and various regional attractions; faculty also help transport students to and from church services of various denominations. A voluntary vesper service after dinner, precedes the regular Study Hall. . . . and another week begins.

Boarding students discover that life in their dormitory provides an additional dimension for personal growth. Dorms become a second home, a place where students of various ages join together with residential faculty to form more than simply a living unit. While certain roles are fixed and predictable (the Faculty Advisors, the Senior Proctors), residents share the richness and variety of friendship that evolve naturally when people live together with trust and respect, responsibility and its attendant privileges. Day students are often welcome for weekend overnights with boarders in the dorms, as well.







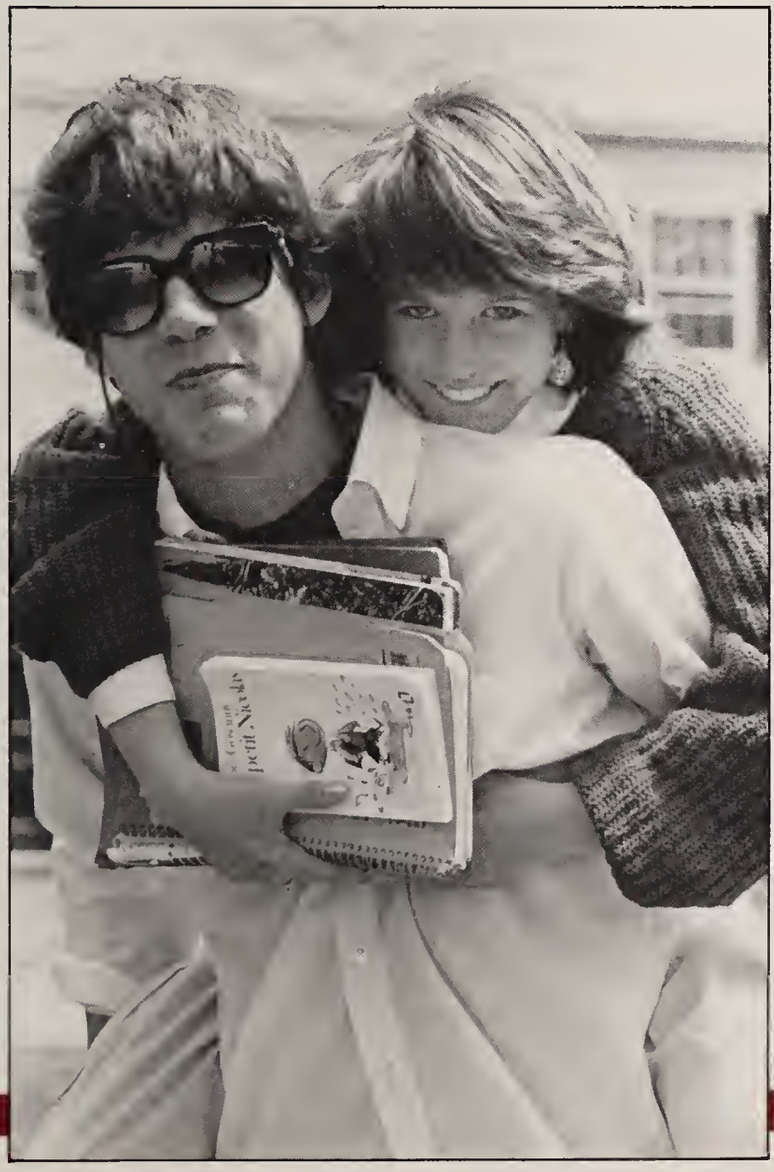
Students of all ages interested in taking on leadership roles find ample opportunity: as class officers, representatives to the Community Council, dormitory proctors, library proctors, editors of the yearbook or the newspaper, chairmen or presidents of various clubs or groups, proctors and directors of the Student Union. In fact, the Academy runs on the commitment, energy and example provided by students willing to lead.

Rules at Governor Dummer, as in any society made up of individuals with diverse interests, are vital to the effective functioning of the community. Students must understand that every action has its consequence, and that their behavior determines the climate and tone of their school. Of the six major school rules, the Academy holds the honesty rule as the most important. It expects complete integrity of each student in all matters, both personal and academic. The other major rules — carry significant weight, as well; transgression of any of these could lead to dismissal from the Academy. These and other specific and less major regulations are outlined in the Student Handbook.

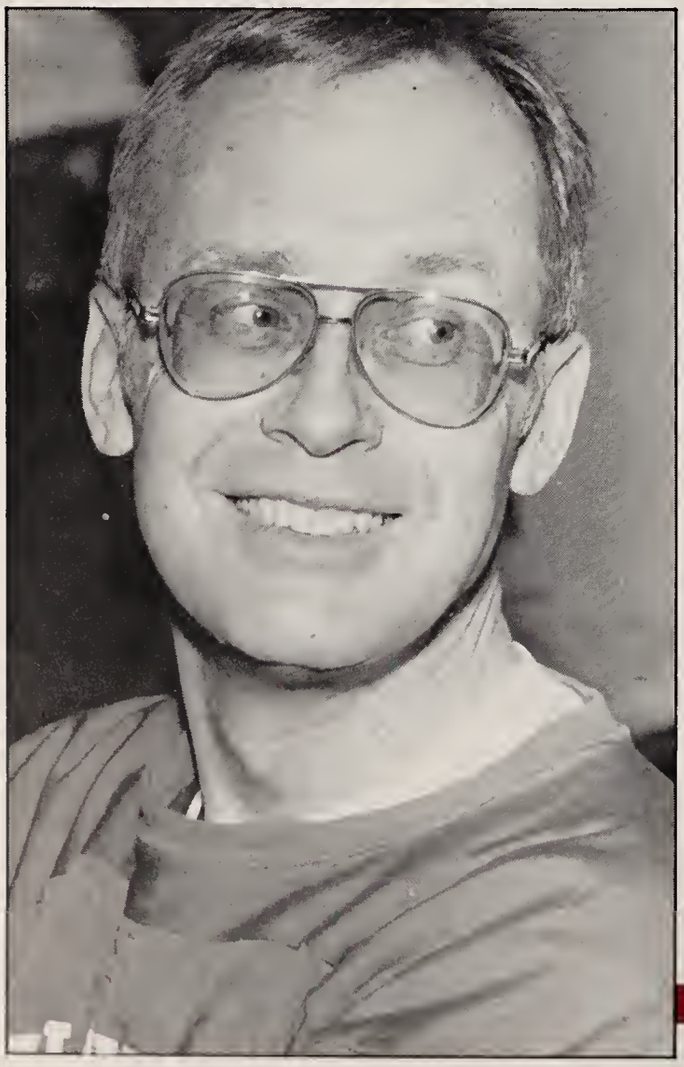












CLUBS & ACTIVITIES

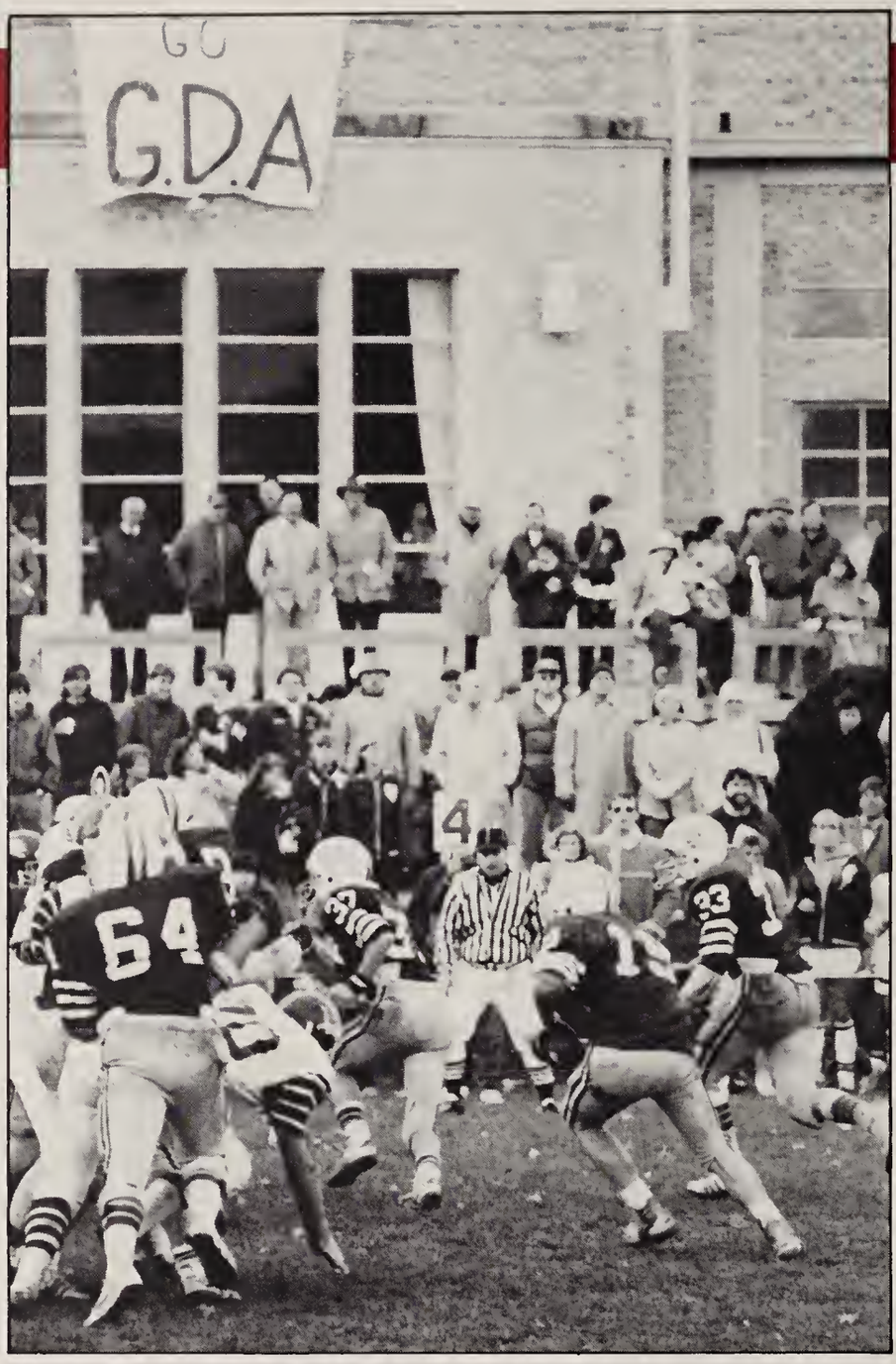
Academy Singers
Art Club
Astronomy Club
Chapel & Convocation Committee
Christian Fellowship
Community Council
Community Service
Computer Club
Cum Laude Society
Drama Club
Food Committee
French Building Proctors
French Building Directors
French Club
Friday Evening Program
German Club
Governor Dummer Honor Society
Governor's Brass Quartet
Governor's Octet
Greenhouse Club
International Club
Jewish Fellowship
LaFactorie Wood & Metal Shop
Photography Club
Red Key
Rifle and Shotgun Club
Searchers
Ski Club
Smith & Company Dancers
Social Committee
Spanish Club
Sunday Evening Vespers
The Governor
The Milestone
The Spire
Thespian Society
Tour Guides
Twilight Softball League
Varsity Club


VERNOR
Kinks
Kinks


REST ROOM
IN REAR




GDA
13
12


G.D.A
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WILD


GDA


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HEADID

A SCHOOL AND A FAMILY

"At first I was worried that people would not accept me, but now I realize that everyone really cares."

Deana Giamette, '88


COLLINS COLLEGE

A SCHOOL AND A FAMILY

More than merely a challenging college-preparatory school, Governor Dummer is a home to its students, faculty, faculty families, alumni, and even former faculty. It is a place where youngsters and adults can feel comfortable in exploration of all kinds — intellectual, social, athletic, personal. The small size of the student body contributes to this warm feeling: it allows frequent and close interaction between the students themselves, as well as between students and faculty in small classes, often taught seminar-style around a table; in closely-knit dormitories or corridors, ranging from 6 students to 18; and in formal and informal sports activities — in virtually every imaginable context of life in a boarding school. Equally important to this positive spirit of togetherness are the special aspects of Governor Dummer Academy community life: the daily all-school meeting in which personal and cooperative efforts and successes are applauded, the Bragdon's weekly Open House, the early fall all-school Whale Watch, the Junior Carnival, daily celebrations of birthdays, surprise Headmaster's Holidays, Twilight Softball, dormitory parties. These communal moments, combined with a spirit of friendliness and cooperation, create the right atmosphere for adolescent growth and maturation.


GOVERNOR
DUMMER
ACADEMY




ST. LAWRENCE
HOCKEY SCHOOL
UNIVERSITY






GOVERNO




DARTMOUTH

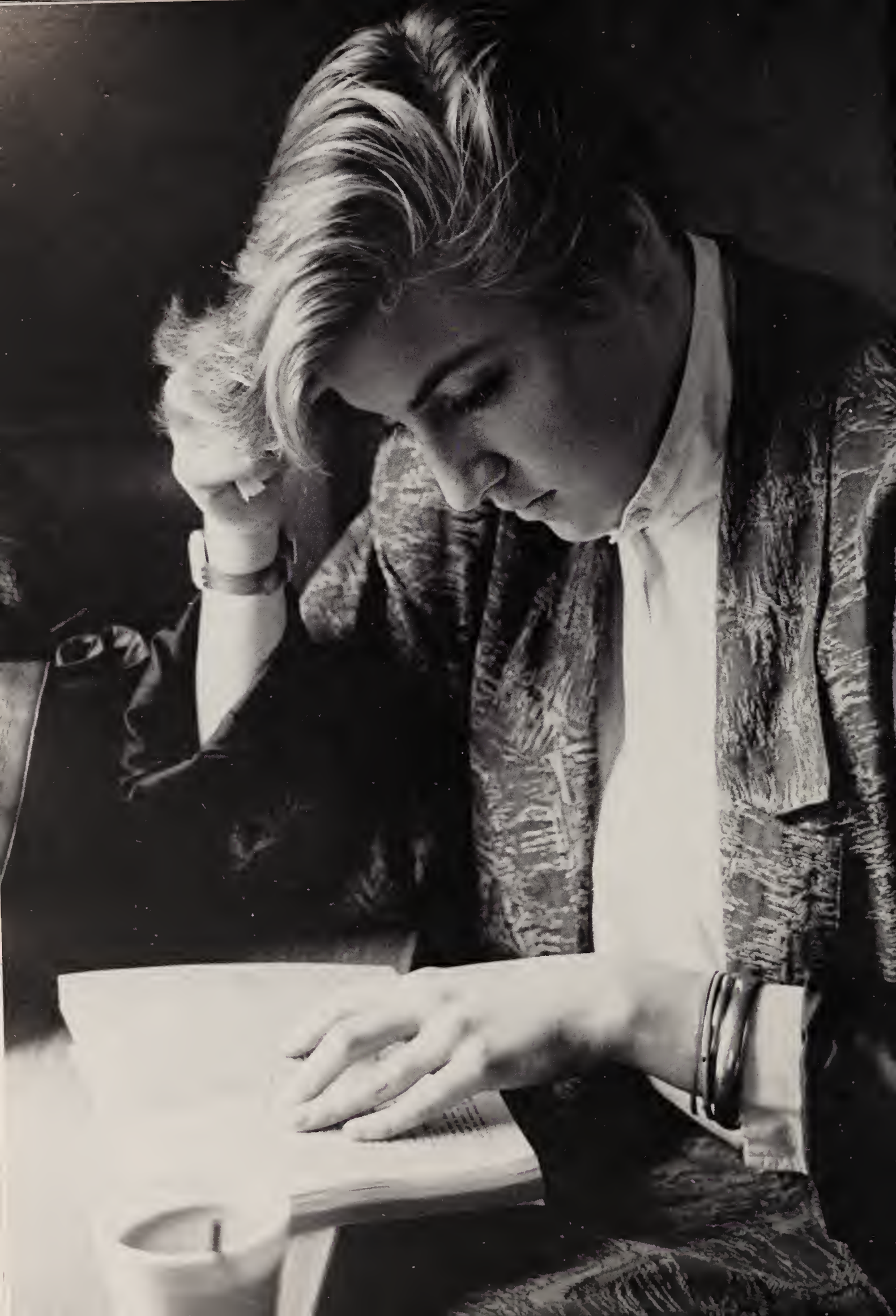




ADMISSIONS

"Last evening in the dorm, I listened to a discussion by students from South Boston and Dorchester, Massachusetts; Massena, New York; Denver, Colorado; Austin, Texas; and Seattle, Washington, concerning an up-coming Physics test, last weekend's dance, and the success of the Boston Celtics. This is Governor Dummer Academy."

Edward Rybicki, Faculty



ADMISSIONS

Governor Dummer seeks motivated students who have demonstrated promise in both character and academic ability — students who will gain from the Academy and who will contribute to it. When reviewing candidates, the Admissions Committee takes into consideration school performance, test scores, recommendations, extracurricular involvement, impressions from the interview, and any other information available about the candidate. While most new students enter Governor Dummer in the ninth and tenth grade years, a few places open each year for eleventh grade applicants. The Academy, believing in the educational value of having students from varied cultures and diverse backgrounds, encourages students from all areas of the country and the world to apply. For day students, there is no geographic limit to the area from which they may apply, with the understanding that the Academy does not furnish transporation. Students often ride in car pools from neighboring towns.

REQUIREMENTS FOR ADMISSION are as follows:

1. The candidate should contact the school in the fall or early winter of the year prior to that which he or she wishes to enter, to make an appointment for a **PERSONAL INTERVIEW AND TOUR** of the GDA campus. If distance makes such a visit impractical for the candidate, the Admissions Office will arrange for a representaive of the Academy to meet with the student nearer his or her home.
2. The candidate must take the **SECONDARY SCHOOL ADMISSION TEST**, administered at centers throughout the world on five Saturdays in 1986-87. Registration forms and additional information may be obtained through Governor Dummer or from the Educational Testing Service, Box 922, Princeton, NJ 08540. The Academy recommends that the candidate take the December or January administration of the SSAT.
3. The candidate, his family and school must complete all **APPLICATION FORMS**, which will be mailed in mid-November. These include a Student Questionnaire, a Parent Questionnaire, a request for school records, English and Mathematics teachers' recommendations, and a personal recommendation. The filing deadline for these forms and the final application (to be accompanied by a non-refundable application fee of $25) is February 1, 1987.
4. Candidates applying for **FINANCIAL AID**, in the form of grants and loans, must meet the requirements of financial need, character and academic potential. Parents are asked to complete a School Scholarship Service form, which will be sent to them if need is indicated on the final application for admission. This form must be completed by February 1, and in the case of separation or divorce, both parents must supply financial information. Scholarship aid is awarded annually, to approximately 19% of the student body, without regard for race, color, national and ethnic origin, or religious belief.

TUITION AND FEES 1986-87

BOARDING STUDENTS	(includes tuition, room, board, out-patient treatment in the Health Center, dormitory furniture, use of library and laboratories and equipment, athletic uniforms and helmets)	$11,900
DAY STUDENTS	(includes tuition, lunch, occasional other meals, use of all facilities available to boarding students, except residence in dormitories or the Health Center)	$8,100

This sum is payable in installments of:

Boarding Students	Day Students	
$ 400	$ 250	Reservation Deposit due May 1 (applied to August 1 payment)
$5950	$4050	Payment due August 1
$5950	$4050	Payment due December 1

Payments are non-refundable; parents may elect to enroll in the Tuition Refund Plan, which insures fees in the event of absence or separation, according to the terms of the policy.

Additional expenses vary widely with individual students. They may include books, school supplies, sweatsuits, subscriptions to school publications, team photographs, club membership fees, a social activities fee, College Board examination fees, transportation to and from Boston at vacation times, optional bus trips, athletic footwear, and other special athletic equipment. Such expenses average around $700 per year for boarding students and $500 for day students. Parents are asked to establish a deposit account of $300 with the school, against which students may charge extra expenses.

CURRICULUM & COURSE DESCRIPTIONS

REQUIREMENTS FOR DIPLOMA: Students must successfully complete 16 credits, including four in English; Algebra I and II and Geometry; U.S. History and a 2-semester course prior to it; two credits of a foreign language; two 2-semester courses in Science (including Science I for entering freshmen); Introduction to Fine Arts for freshmen, and one other in art, ceramics, drama, music or photography; one credit in Religion; and one Speech course in the senior year. Most students complete coursework in excess of these minimal requirements in preparation for entrance to highly selective and selective colleges and universities.

Freshmen normally carry five major courses and Introduction to the Fine Arts, totaling 5½ credits; sophomores, juniors and seniors normally carry 5, although minimal credit load for juniors and seniors is 4½.

Attendance at one off-campus, school sponsored Humanities event (a play, musical, concert, or other performance) per term is a graduation requirement, as well.

ENGLISH DEPARTMENT

Freshman English EN 11-12: (two semesters) The course is designed to help the students develop sound, individual writing styles and gain confidence in their own evaluations of literature. The literature in the course is chronologically organized. Class time will be used to present the cultural background of this literature, emphasizing developments in art and music as well as giving students a sense of the daily life lived in the various historical periods. This overview will form the basis for literary study in subsequent years. Vocabulary drawn from the literature read during the year will be studied weekly; and this practice will also continue through a student's four years at Governor Dummer. Weekly compositions will give students practice in writing critical analyses, personal and creative essays, plays and poetry. Grammar will be studied prescriptively both through exercises and through correction and rewriting of student essays. Composition competence examinations in punctuation will be given in this course, examinations that will be repeated in varying forms and at varying periods throughout a student's four years of English. (Normally in 9th grade)

Sophomore English EN 21-22: (two semesters) The first quarter of this course will be devoted almost entirely to composition practice and development. Prescriptive work in grammar and punctuation will be combined with workshop techniques to encourage peer criticism, prewriting and rewriting. The form of the sentence, the paragraph and the essay will be studied in succession. Students will meet with their teachers for conferences every other week, a practice that will be continued throughout the junior and senior years. The systematic study of literary genres — poetry, short story, essay, drama and novel — will be undertaken during the remainder of the year. Weekly essays will be divided evenly in subject matter between personal expository essays and essays of a critical nature based on the literature in the course. Competence examinations this year will concentrate on grammatical terminology and the elimination of various kinds of sentence errors and stylistic irregularities. (Normally in 10th grade)

Junior English EN 31-32: (two semesters) The junior curriculum reviews the fundamental grammar and composition study of the sophomore year, but moves beyond it to a more sophisticated consideration of written form and style. Assigned reading carefully defines such archetypes as comedy, tragedy, romance, irony and satire; and it introduces longer and more complex examples of the genres studied in the sophomore year — poetry and fiction. Drama is examined for its theatrical as well as its literary value. Along with classical writings, a number of important literary works — *Huckleberry Finn*, *Walden*, *The Scarlet Letter*, *The Great Gatsby* and *Death of a Salesman* — are used to study literature and attitudes that seem peculiarly American. (Normally in 11th grade)

Senior English EN 40's: To fulfill the Academy's English requirement each senior will enroll in one FALL- and one SPRING-semester course. Choices include the following:

A Foray into "Modernism" EN 40: (SPRING; half-credit) What's going on in the twentieth century? Is the 'self' finally being realized, or are we merely reaping the whirlwind? Does anyone really know? Should we know? Can we know? In this foray into "modernism", we will try to get a handle on the twentieth century by reading some of the best British and American literary minds of the first half of the century. We will also investigate the visual and musical arts for a short time to see how they reflect the spirit of the age. Authors read will include Yeats, Hardy, Eliot, Joyce, Woolf, Beckett, Owen, and Empson.

The Victorian Era EN 41: (FALL; half-credit) The Victorian era was a time of heroic attempts to reconcile the optimism of the Romantic movement with the contradictory optimism of the Industrial Revolution. It is debatable whether such a reconciliation did — or could — take place, but there can be no doubt that out of this conflict was produced great literature. In this course we will study some works by the great figures of the nineteenth century British letters. After a brief look at the concerns of Romanticism, we will immerse ourselves in a world which was, as Matthew Arnold said, "Caught between two ages:/ One dead, /The other powerless to be born." Writers studied will include Wordsworth, Dickens, Emily Bronte, Arnold, Tennyson, Browning, Carlyle, Ruskin, and Pater.

Creative Writing Workshop EN 42: (SPRING; half-credit) Although students will be asked to write, initially, in each major form — the poem, short story, drama and essay — they will then be encouraged to work at length and in depth in one form of their own choosing. There will be three class meetings and one individual conference each week. At the end of the spring an anthology including the best of each student's writing will be published.

"In Evidence Against You" EN 43: (FALL; half-credit) Detective fiction became a recognizable literary form only in the nineteenth century, but its roots are two thousand years old; and its subject and spirit have attracted many of the world's most accomplished writers. This course will begin with works by some of the earliest practitioners of detective fiction, then examine the heyday of the mystery, the 1800's. At the conclusion of the course students will have the opportunity to choose a single, contemporary mystery writer to study in depth. Works will include Sophocles' *Oedipus Rex*, Chaucer's "The Pardoner's Tale" from *The Canterbury Tales*, Shakespeare's *Hamlet*, Collins's *The Moonstone*, Dostoyevsky's *Crime and Punishment*, and Faulkner's *Intruder in the Dust*. Stories and short novels by the following may also be included: Henry James, Sir Arthur Conan Doyle, Agatha Christie, Dorothy Sayers, John Buchan, Raymond Chandler, Simenon, P. D. James.

Contemporary World Literature EN 44: (SPRING; half-credit) Books chosen will be contemporary works from and about other countries and cultures or specific minority cultures in our own country. Selections will be made from the literature of Africa, China, France, India, Japan, Russia, South America and The United States. Possible titles will include *100 Years of Solitude*, *Snow Country*, *A Different Drummer*, *The Color Purple*, *Things Fall Apart*, *Out of Africa*, *A House for Mr. Biswas*, and *The Island of the Crimea*.

Poetry EN 45: (FALL; half-credit) Students will read poetry from the early Renaissance on and will be asked to write poems in the style of each period studied, as well as critical appreciations of the poets. The final examination will be a "dating" paper: students will be asked to assign dates to previously unseen poems and to explain their deductive process. The basic text will be the *Norton Anthology*, and poets studied will include Wyatt, Sydney, Donne, Milton, Pope, Keats, Tennyson, Yeats and Eliot.

"The Ideal Thing" EN 46: (SPRING; half-credit) Looking back to the Golden Age or forward to Utopia, man dreams of the ideal conditions of life. In attempts to recreate the past or to imagine the future, we discover what we wish to preserve and improve in ourselves and our society as well as what we should like to change or be rid of. Readings will include *As You Like It*; selections from

the poetry of Keats, Wordsworth, and Tennyson; Hawthorne's *Blithedale Romance*; Melville's *Typee*; Leguin's *The Dispossessed*; and B. F. Skinner's *Walden II*.

"Power and Mastery" EN 47: (FALL; half-credit) Madmen "have such seething brains, /Such shaping fantasies, that apprehend /More than cool reason ever comprehends." We will study such masters of power as Marlowe's Dr. Faustus, Shakespeare's Prospero, Milton's Satan, Shelly's Prometheus, and Melville's Ahab. Readings will also include Robert Penn Warren's *All the King's Men* and John Fowles' *The Magus*.

Language Study EN 61-62: (two or one semesters) This course provides supplemental training in fundamental English skills over the entire year or, in some cases, just one semester. Emphasis will be on writing mechanics, grammar, rhetoric, and vocabulary. In general, the English Department and Director of Studies will select the students who will take this course beginning in September. In December they will also identify those who will take the course in the second semester as well as those from the first semester who may move out of this special program. A half-credit is awarded for each semester. (Normally restricted to the 9th grade, replacing Ancient History or Foreign Language as advised by the Director of Studies.)

English Honors Scholars Seminar EN 81-82: (two semesters) This "extra credit" Honors Seminar meets for two hours in the evening every other week; evaluation for work in the seminar is incorporated in the student's grade for the regular senior English 40's course work. The seminar is led by four different department members in rotation. It gives strong students the opportunity to work with students equally strong and to confront more challenging reading and writing assignments. (Eligibility: honors level work in English 31-32.)

MATHEMATICS DEPARTMENT

The basic program includes Algebra I, Geometry and Algebra II as required courses, with an overall emphasis on mathematics as a social and humane activity useful in modeling and analyzing real world situations. This goal necessitates skill with correct arithmetic, sensible estimates, much practice with algebraic manipulations, and experience in applying appropriate manipulations in given situations.

Algebra I MA 11-12: (each half offered both semesters) This is a logical development of a first course in algebra — the foundation — emphasizing basic concepts, understanding, and fundamental skills. The course content includes the real number system, algebraic symbolism and its application (translating from English to mathematical language), graphs of linear relations, radicals, and the quadratic formula. (Normally in 9th grade)

Geometry MA 21-22: (each half offered both semesters) Euclidean and coordinate geometry in 2 and 3 dimensions — emphasis is placed on clear and precise language and the construction and understanding of deductive proofs in an axiomatic system. A special 4-week introduction to computer programming is included. (Normally in 10th grade)

Algebra II MA 31-32: With Trigonometry (each half offered both semesters) this is an intermediate course which redevelops the concepts of the first course and extends them to a more mature understanding of the ordered field properties; inequalities; polynomial, exponential, logarithmic, and trigonometric (circular) functions; conic sections; rational, real, and complex number systems; and graphing techniques. Algebra 1 and Geometry are thus blended together in analytic geometry. (Normally in 11th grade; students are ready for the Math Level I Achievement exam after MA 32.)

Honors Algebra II MA 35-36: (two semesters) This honors course offers deeper coverage of the topics considered in MA 31-32 and introduces matrices and probability. Students are likely to continue to MA 47-48 and MA 57-58; some will move to MA 45-46 and MA 53-54. (Enrollment is by departmental recommendation. Students are ready for the Math Level I Achievement exam after MA 36.)

Finite Mathematics MA 41: (FALL; half-credit) Topics from linear functions and relations, elementary matrix algebra, and linear programming — both graphical and Simplex methods — are in-

vestigated along with review of some rudimentary material. Emphasis is placed on modeling real world problems. The course is intended for students not yet ready for the traditional track (Pre-Calculus) but for whom more mathematics will be useful in business and social science studies. A traditional pre-calculus course probably should follow this course prior to the study of calculus in college. (12th grade only; ready for Math Level I Achievement exam in the winter.)

Probability and Statistics MA 42: (SPRING; half-credit) Through the study of elementary combinatorics, probability, and descriptive statistics students will learn to deal with the plethora of data that confronts us daily. What part does chance play in our lives? What inferences can be drawn from masses of statistics? How valid are they? What do we mean when we say an occurrence is unexpected? What can be predicted? One outcome should be the recognition of the misuse of statistics by those advertisers, politicians, and the like who bombard us with "evidence" for taking their position. (The target audience is the same as that for MA 41, plus those juniors who complete MA 32 in the fall.)

The two Pre-Calculus courses — MA 45-46 and MA 47-48 — continue the traditional route from arithmetic through algebra and analysis to the calculus, either in high school or college. Pre-calculus reviews and extends both algebraic skills with applications and the concept of a function and its applications. Students in these courses are ready for Math Level I Achievement exam if taken in the winter, and Math Level II Achievement exam at the spring session.

Pre-Calculus MA 45-46: (two semesters) The traditional route — this is a review and extension of material from the first three courses: algebraic structure and proof, the elementary functions, conic sections, matrices, sequences, the binomial theorem and mathematical induction, and elementary probability. This course is for students tending toward sciences or mathematics or simply wishing to maximize their options for college majors. (MA 53-54: AB-Calculus is the usual sequel.)

Honors Pre-Calculus MA 47-48: (two semesters) Two-thirds of the year is devoted to elementary functions, analysis, limit theory via sequences, finite series, mathematical induction, polar coordinates and curves, parametric equations for curves and vectors. The last third considers the calculus of polynomial functions. (MA 57-58: BC-Calculus is the usual sequel.)

AB-Calculus MA 53-54: (Advanced Placement; two semesters) This introduction to The Calculus includes analytic geometry, introductory limit theory and continuity, differential and integral calculus of the elementary functions, geometric motivation and formalism, and applications to graphing and physical situations. (MA 45-46 or MA 47-48 is a prerequisite; Advanced Placement Exam is administered in mid-May.)

ABC-Calculus MA 56: (SPRING; Advanced Placement; half-credit) Two or three top flight AB-Calculus students may be recommended for this half-credit supplementary course to cover the additional topics necessary to prepare for the BC-level Advanced Placement Exam. Topics especially stressed include epsilon-delta discussion of limit theory and continuity, infinite series, power series, differential equations, parametric functions, and the calculus of polar curves. The course will meet twice a week, beginning after Thanksgiving, concurrently with the student's participation in MA 53-54. (Availability of this course depends on availability of staff. Students who have had MA 47-48 are not eligible.)

BC-Calculus MA 57-58: (Advanced Placement; two semesters) In addition to the material covered in AB-Calculus not already covered in MA 48, topics include limit theory (via sequences and epsilon-delta), continuity and convergence, power and Taylor series, elementary differential equations, methods of integration, approximation techniques, polars, vectors, and parametrics. (MA 47-48 or MA 53-54 is a prerequisite; Advanced Placement Exam administered in mid-May.)

Advanced Topics in Mathematics MA 61-62: (minor course; two semesters) This course is for students who have completed BC-Calculus as juniors; it may be offered either as a full or half credit option. Topics will include an introduction

to Linear Algebra and some area of Discrete Mathematics. In this way the student will have a broader mathematical background and will be better prepared to read mathematics in college. A project is likely to be involved.

Intermediate Computer Programming CS 21: (FALL or SPRING; half-credit) All GDA students are introduced to the computer and to elementary programming techniques and style as part of the Geometry program. This course is an elective follow-up for the student serious about developing disciplined programming habits which will not have to be "unlearned" to pursue computer science further. Programming will be done in BASIC on our Wang Professional (micro-) Computers — although Pascal may be introduced near the end — with an emphasis on flow-charting, structured program design, program review in groups for "debugging", and documentation for utility and clarity. Specific topics will focus on format control, menu-driven systems, arrays, subroutines, sorting, string processing, file storage and manipulation, and user-defined functions. The classroom will blend lecture demonstrations, problem solving, and hands-on, supervised programming. (Prerequisite: GDA's MA 21-22 introduction to programming or its equivalent as approved by the instructor. Normally in 11th or 12th grades; enrollment limited to 12 per semester.)

HISTORY and SOCIAL STUDIES DEPARTMENT

Ancient History HS 11-12: (two semesters) This introductory course concentrates upon the study of the rise and fall of nations and civilizations — the early civilizations of the Near East, Ancient Greece, and Ancient Rome. (Normally 9th grade)

Modern European History HS 21-22: (two semesters) This survey course emphasizes the political, economic, and social development of Western Europe from the Age of Absolutism to the present. Stress is placed upon the origins and consequences of industrialization, the rise of the middle class, and the evolution of totalitarianism. (Normally 10th graders and new juniors)

United States History HS 31-32: (two semesters) This chronological survey focuses upon the governmental and decision-making processes in the nation's history. Included throughout the study is the intensive investigation of the major issues and events in American History. (Prerequisite: two semesters of history; 11th or 12th grades)

Honors United States History HS 33-34: (two semesters) This section will undertake a more intensive study of American history, and the approach should be very suitable for students interested in taking either Advanced Placement or Achievement tests at the end of the years. The syllabus will emphasize readings from several authors in paperback, work with documents, exposure to American literature and analytical work in political, economic, constitutional and social history of the United States. (Departmental approval is required; 11th or 12th grades)

Post-War America HS 37: (FALL; half-credit) "From Yalta to Megatrends" — This course will cover the dramatic emergence of the United States following the Second World War, through the impending Cold War, Vietnam, and Watergate. We will also consider America in the '80's under President Reagan and conclude by speculating about the future. (HS 31-32 or HS 33-34 is a prerequisite; especially suitable for American History Achievement Test preparation as a senior)

Chinese History HS 41: (FALL; half-credit) The course examines "traditional China" and the agonies it has undergone as it has attempted to join the twentieth century world. (Normally in 11th or 12th grades)

Japanese Studies HS 42: (SPRING; half-credit) This course will consist of a study of Japan, its unique culture, people, and history. (Normally in 11th or 12th grades)

Russian Studies HS 45-46: (two semesters) This course stresses political, social, and geographic factors in the development of modern Russia. Political thought and modernization are important themes throughout the course, which will emphasize the period — history and literature — from Peter the Great to the present. (11th or 12th grades)

Middle Eastern History HS 48: (SPRING; half-credit) This course will emphasize the history and

geography of the Modern Middle East during the twentieth century, especially after World War II. Political, social, religious and economic developments, as well as current issues, will be dealt with in readings and discussions. (11th or 12th grades)

Macroeconomics HS 51: (FALL; half-credit) This course undertakes a detailed study of the national economy. Production, savings and investment, consumption, inflation, unemployment, and income distribution are studied closely. The tools of economic science are examined, as well as traditional demand and supply analysis. The lives, thoughts, and theories of the world's great economists are investigated as well, giving each student a solid background in understanding not only capitalism, but also other economic systems. (11th of 12th grades)

Microeconomics HS 52: (SPRING; half-credit) In this course the student will undertake a detailed examination of firms and industries within the world and national economy. Prices and allocation, the market in movement, market failures, as well as the operation of firms under varying forms of competition are studied from a theoretical as well as practical standpoint. The lives and works of economists are investigated, with special emphasis placed on the works of recent Nobel prize winning economists. (11th or 12th grades)

Sociology HS 61: (FALL; half-credit) This course explores the science of human interaction by first investigating several topics in sociology, including cultural sociology, group behavior, social institutions, and social problems. (12th grade only)

Psychology HS 64: (SPRING; half-credit) This investigation into the sciences of human interaction will analyze, among other things, normal growth and development, major personality theories, the unconscious, and self-discovery. (12th grade only)

FOREIGN LANGUAGE DEPARTMENT

First Year French FR 11-12: (each half offered both semesters) This course introduces basic French communication skills, both oral and written. Basic grammar is presented along with an introduction to French civilization and readings. All course work is conducted in French, and the Language Lab is utilized.

Second Year French FR 21-22: (each half offered both semesters) This course reviews and extends the goals of First Year French. All course work is conducted in French, and the Language Lab is utilized.

Third Year French FR 31-32: (each half offered both semesters) In this course the work in basic communications skills is continued, while the student is introduced to French literature and history. All course work is conducted in French. Completion of this course prepares the student for the French Achievement Test (optional).

Fourth Year Honors French FR 41-42: (each half offered both semesters) Emphasis in this course is placed on an intensive review of vocabulary and grammar and work on essay writing. French literary works are read and discussed, with some translation work. All course work is conducted in French. Completion of this course prepares the student for the French Language Advanced Placement Exam (optional) in May.

Fifth Year Honors French FR 51-52: (each half offered both semesters) The description for this course is the same as that for FR 41-42. The syllabus is alternated from year to year so that students at both levels can study in the same "class" without duplication.

First Year German GR 11-12: (two semesters) Basic communication skills, both oral and written, are introduced in this course, with an emphasis on idiomatic conversation. Some elementary readings are considered. All course work is conducted in German, and the Language Lab is utilized.

Second Year German GR 21-22: (two semesters) Work in grammar is continued in this course, with emphasis on writing and vocabulary. Some stories and a brief detective novel are read. All course work is conducted in German and the Language Lab is utilized.

Third Year German GR 31-32: (two semesters) Work in communication skills is continued in this

course. The student is introduced to German civilization, history, and literature. Films and outside speakers are part of the course. All course work is conducted in German. Completion of this course prepares the student for the German Achievement Test (optional).

Fourth Year Honors German GR 41-42: (two semesters) The development of a solid command of German through weekly papers and oral presentations is the goal of this course. The works of Brecht, Durenmatt, Kafka and poetry are read and discussed. All course work is conducted in German. Completion of this course prepares the student for the German Language Advanced Placement Exam (optional) in May.

Fifth Year Honors German GR 51-52: (two semesters) The description for this course is the same as that for GR 41-42. The syllabus is alternated from year to year so that students at both levels can study in the same "class" without duplication.

First Year Latin LT 11-12: (two semesters) This course presents basic grammar and vocabulary. Elementary Latin readings are considered, and much work on translation takes place.

Second Year Latin LT 21-22: (two semesters) The study of basic grammar and translation continues in this course. Students read *The Argonauts* and selections from Julius Caesar. An introduction to mythology is part of the course.

Third Year Latin LT 31-32: (two semesters) In addition to an intensive review of grammar and vocabulary, readings from Cicero, Ovid and a variety of other authors are studied. Also included is an introduction to Latin verse. Completion of this course prepares the student for the Latin Achievement Test (optional).

Fourth Year Honors Latin LT 41-42: (two semesters) This course continues to emphasize grammar and vocabulary review. A selection of readings from Virgil, Catullus, Horace, Plautus, and other authors are studied and discussed. Preparation for the Latin Advanced Placement Exam (optional) in May is possible for that student who is willing to complete independent study in conjunction with this course.

Fifth Year Honors Latin LT 51-52: (two semesters) The description for this course is the same as that for LT 41-42. The syllabus is alternated from year to year so that students at both levels can study in the same "class" without duplication.

First Year Spanish SP 11-12: (each half offered both semesters) This course introduces basic Spanish communication skills, both oral and written. Basic grammar is presented along with an introduction to Hispanic civilization and readings. All course work is conducted in Spanish, and the Language Lab is utilized.

Second Year Spanish SP 21-22: (each half offered both semesters) This course reviews and extends the goals of First Year Spanish. All course work is conducted in Spanish, and the Language Lab is utilized.

Third Year Spanish SP 31-32: (each half offered both semesters) In this course the work in basic communications skills is continued, while the student is introduced to Hispanic literature and readings about Spain and Latin America. All course work is conducted in Spanish. Completion of this course prepares the student for the Spanish Achievement Test (optional).

Fourth Year Honors Spanish SP 41-42: (each half offered both semesters) Emphasis in this course is placed on an intensive review of vocabulary and grammar and work on essay writing. Readings and discussion of the works of Garcia Lorca and 20th century Spanish-American writers form the core. All course work is conducted in Spanish. Completion of this course prepares the student for the Spanish Language Advanced Placement Exam (optional) in May.

Fifth Year Honors Spanish SP 51-52: (each half offered both semesters) The description for this course is the same as that for SP 41-42. The syllabus is alternated from year to year so that students at both levels can study in the same "class" without duplication.

SCIENCE DEPARTMENT

Science I Program (two semesters; required of all 9th-graders) The program consists of four options in each of two groupings — Group A derives from biologically oriented topics, while Group B lists topics from the physical sciences — all of which represent good science and should prove useful as an introduction to the study of laboratory sciences at the secondary level. Each freshman must study one course from each of the two groupings.

Descriptions of the eight semester-length options follow:

SCIENCE I PROGRAM — GROUP A

Designs for Life (one semester) This course is an "hands-on" exploration of the patterns of matter and energy within a living system. Much of the theoretical material will be covered by creating models that illustrate the concepts. The laboratories will deal with the characteristics of organic molecules and simple living systems.

Energy and Living Creatures (one semester) Each of us is a living organism. One could think of oneself as a "living machine" and, like all machines, one needs fuel energy in order to function. All the food one eats, all one's energy sources, have one common origin. In this course that energy will be followed from its distant source to submicroscopic parts of all living organisms. The trip through millions of miles is a chain of miraculous processes and events which will help one understand oneself and one's relationship with the universe.

The Human Body at Work (one semester) Perhaps you have read the label on the box of your favorite cereal and wondered just what the effect of all the ingredients listed is on you. Through this study you should have a better understanding of your body and how it functions on a day-to-day basis. This might be called, more formally, an introductory course in human anatomy and physiology.

The Pond on Campus (one semester) Sharing our campus is a host of creatures. Some are composed of a single cell only, while others are complex miracles such as yourself. Through on-site observations, measurements, and experimentation you will come to understand the physical and biological nature of one of the ponds located a short distance from your classrooms. This introduction to environmental studies should help you understand your relationship to your surroundings.

SCIENCE I PROGRAM — GROUP B

Chemistry and Your Environment (one semester) Many are concerned about acid rain or the chemicals added to our swimming pools. We've watched actors on TV pouring substances into test tubes to "prove" that one detergent is better or that your stomach will feel relieved. In this study you will get your hands on the test tubes, balances, and other equipment in the chemistry laboratory, and you will discover how chemistry and chemicals are used and abused.

Electricity — One Form of Energy (one semester) This is an age of electronic amazement in which we are surrounded by electrical devices which help, inform, entertain, and bedevil us; and it is apt to be ever more so in the future. Electricity may be the best known and least understood form of energy. We shall attempt to unravel some of the mystery: what it is, how it is produced and distributed, how it is and might be used, and what some of the difficult surrounding issues are.

Fundamentals of Scientific Investigation (one semester) Now, this sounds like a stuffy title for a course. However, if you feel a little insecure in basic learning techniques — such as how to study, how to read and take notes effectively, how to handle data and to draw conclusions from that data — then you will find this course a real help to the further study of sciences here and in college. All Science I courses will include some emphasis on these skills, but this course is designed to pay special attention to these techniques, and to give a boost to your math skills at the same time. You will be learning something about matter in solid, liquid, and gaseous states in this highly lab-oriented course.

Introductory Astronomy (one semester) If you saw Halley's Comet this time around, this is the course for you to explore more about the night sky, the planetary system, the galaxy, quasars, — in fact,

our whole universe. If you missed Halley's Comet, this is still a great course for learning about the school's telescope, time, matter, and space. Who knows: this opportunity may be your first step into your future!

Biology SC 21-22: (two semesters) A hands-on approach to biology with emphasis on laboratory observation and experimentation, unity, interaction, and continuity of life. The student is introduced to the nature of science through biological models. (10th, 11th, or 12th grades)

Accelerated Biology SC 23-24: (two semesters) An introductory survey course in biology emphasizing the continuity of life from a biochemical point of view. An advanced level text is used in this course. (Prerequisite: one year of chemistry; also recommended: physics; 10th, 11th, or 12th grades)

Ecology SC 27: (FALL; half-credit) This study is a second year biology course based on the concept of the ecosystem. The biology of individuals and communities will be treated in class and in the laboratory. (Prerequisite: one year of biology, and one year of chemistry or physics — completed or being studied concurrently; 11th or 12th grades.)

Marine Science SC 28: (SPRING; half-credit) This study is a second year physical science course considering the basic principles of geology, chemistry, physics, and biology as they related to the oceans. (Prerequisite: one year of biology, and a year of chemistry or physics — completed or being studied concurrently; 11th or 12th grades.)

Chemistry SC 31-32: (two semesters) A general introduction to chemical theory and laboratory procedures, meeting six periods per week. (10th, 11th, or 12th grades)

Accelerated Chemistry SC 33-34: (two semesters) An introductory course for students with strong aptitudes and a strong interest in science. Using an advanced level text and meeting seven periods a week, this course offers a more rigorous and comprehensive introduction to chemical theory and laboratory technique than is offered in regular sections of Chemistry. (10th, 11th, or 12th grades)

Advanced Chemistry SC 37-38: (minor course; two semesters) A general review followed by projects or topics chosen by the students and the instructor. This course is especially useful to those students planning to take the Chemistry Achievement Test in either December or June. (11th or 12th grades, with permission of the department)

Physics SC 41-42: (two semesters) Designed for the student who is less certain of his or her interest in and need for the study of physics. The course will be less exploratory than the PSSC course and will afford the student more opportunity to practice his or her basic mathematics skills in repetitive problem solving. A student who succeeds in this course should be able to handle the CEEB Achievement Test in physics as well as succeed in a college physics course, even the GDA Advanced Physics course. (Recommended generally for 12th grade)

Accelerated Physics SC 43-44: (two semesters) An introductory course, based on the PSSC curriculum, for students who aspire to the more selective colleges and plan to study science, mathematics, engineering or other courses heavily dependent on a physics background. Students in this course should have strong mathematics skills. (Recommended generally for 11th grade, and recommended that the minor course in Advanced Physics be taken as a follow-up in 12th grade)

Advanced Physics SC 47-48: (minor course; two semesters) A review and continuation of PSSC Physics with further development of electricity, magnetism, atomic structure, rotational mechanics, relativity, and quantum mechanics; in short, modern physics. This course is especially useful to those students planning to take the Physics Achievement Test in December. (12th grade normally, with permission of the department)

Electricity 1 SC 51: (FALL or SPRING; half-credit) A course in DC and AC network analysis. Resistive, capacitive, and inductive elements are examined in various circuits. The course has a heavy laboratory orientation and is particularly useful for those studying chemistry and planning to study physics. (grades 10, 11, or 12)

Electricity 2 SC 53-54: (SPRING; half-credit) A programmed, independent-study course in advanced

circuit analysis, tubes and transistors, and basic electronic devices such as power supplies, amplifiers, and oscillators. (11th or 12th grades)

Science Honors Research Program SC 81-82: (two semesters) This "extra credit" program applies to any science course except Science I. A research project — including readings, laboratory work, a paper, and a defense — can be applied for by consulting the teacher of the student's current science course, approval at the department's discretion. Successful participation produces an accounting in the grade for the primary course and attachment of the designation, "Honors". This provides the student with the opportunity to DO some science.

Independent Study in Science SC 91-92: (minor course; two semesters) Requires planning with and written consent of a Science Department instructor at the time of registration; i.e. *prior* to June 1, 1986.

FINE ARTS DEPARTMENT

Introduction to the Fine Arts FA 11-12: (minor course; two semesters) Students are introduced to the world of fine and performing arts through both historical and applied, creative experiences. The course considers choral work, cultural history, music, theatre and movement, and visual arts/drawing. Taught by all members of the Fine Arts Department and others, the course provides exposure for the student to the faculty, too. (Required of all 9th-graders)

Art History VA 21: (FALL; half-credit) Lecture-slide presentations of significant works, major themes, and important artists and schools in the history of art; emphasis is placed on understanding a work of art in relation to its cultural context; readings from a standard text on the subject; and occasional papers and reports.

Ceramics VA 31: (FALL or SPRING; half-credit) This studio course offers instruction in basic pottery, including design and the study of various techniques from "Raku" to wheel throwing, glazing and kiln use. One-hour classes meet four times per week. (Limited to one section per semester)

Photography VA 41: (FALL or SPRING; half-credit) This is a basic studio course in black and white photographic techniques with emphasis on visual perception and expression, the camera, and darkroom skills. A 35-mm camera with adjustable aperture and shutter speed, plus a light meter, is required. Students show their work in exhibits throughout the year, and their work is often reproduced in various school publications. One-hour classes meet four times per week. There is a lab fee of $35 and students typically spend another $75 to $100 for personal photographic supplies. (Enrollment is normally filled by 11th- and 12th-graders; limited to one section each semester)

Introductory Studio Art VA 51: (FALL or SPRING; half-credit) This course is designed for the student who wishes to explore art and is curious to learn something about the creative process and his own imagination. Specific assignments will be given in which the student will explore self-expression in various media. Emphasis will be placed on three-dimensional drawing, basic color theory, design and graphic techniques, and three-dimensional design. Projects will be assigned in the following media: pencil, block print, acrylic painting, silk screen, and clay. Student work will be shown in both annual student exhibits. One-hour classes meet four times per week. (Cost of supplies is approximately $60; limited to one section per semester)

Intermediate Studio Art VA 53: (FALL or SPRING; half-credit) This is an intermediate course for the more serious art student who wishes to explore further the media covered in the introductory course. Emphasis during the first quarter will be placed on drawing and painting, while the second quarter will focus on graphics and sculpture, with attention given to the Advanced Placement requirements. One-hour classes meet four times per week; supplies purchased as needed; work required for exhibit. (Prerequisite: VA 51 and the instructor's permission or, for the serious experienced student, a portfolio for audition)

Advanced Studio Art VA 57-58: (two semesters) This course is for the student with a serious commitment to the arts and who is interested in fulfilling Advanced Placement requirements. Along with their studio work students will be required to do

readings from artists' essays, such as Arnheim's *Art and Visual Perception*, Rollo May's *The Courage to Create*, Herbert Read's *Art and Society* and other related readings, with occasional papers required. Considerable independent work is expected along with in-class assignments. Students will devise their independent program, conceive and carry out the projects. The first semester will be devoted to working with the human form with a life model; emphasis in the first quarter will be on drawing, and a medium of the student's choosing in the second. The second semester shall consist of student projects in two different media, meeting with departmental approval. Two hours of supervised work and three hours of independent work per week. (Permission of the department and VA 53 are normal prerequisites)

Independent Study in Visual Arts VA 91-92: (minor course; two semesters) Individual study in a topic as arranged by the student in consultation with an instructor from the department *prior* to June 1, 1986.

Electronic Music Composition PA 21: (FALL or SPRING; half-credit) This course is designed to allow the student to be creative in the world of sound. The electronic music studio is substantial, including a Moog synthesizer, digital sequencer, and two- and four-channel tape decks. A performance of student works is given in the spring. No musical or electronic background is required, but it is helpful. (Limited to one section each semester)

History of American Music PA 31: (FALL; half-credit) This is a survey course tracing the development of American popular music including jazz, rock, folk, and Broadway musicals. It covers music from the American Indian to the present, examining musical styles, composers, and peformers through influential classical music as well as extensive ear-training and music theory. No musical background is required, but it is helpful.

Music History PA 34: (SPRING; half-credit) The course covers stylistic changes from the Renaissance through the present. Emphasis is placed on the study of the evolution of form, orchestration, and sociological influences on music. Twentieth Century music is considered during the spring.

Music Theory PA 41-42: (two semesters) Introduction of the student to the basic elements of music through performance, composition, and improvization stressing contemporary, classical, jazz, and rock styles. The student is required to bring his instrument to class. The course is a combination of history, theory, and performance and, at the same time, provides the proper stimuli for accelerated individual progress while engaging in a team or "family group" endeavor. (Intermediate fluency on an instrument and an audition are required for enrollment.)

Advanced Improvisational Music PA 43-44: (minor course; two semesters) A continuation of the theory workshop course with an emphasis on performance and on in-depth analysis of major jazz and rock styles. This course is particularly effective in the small, private school music curriculum for it is ideally suited for a small ensemble, of any orchestration, and deals with the many aspects of jazz, the music that is so uniquely American. (An audition and a previous theory course are prerequisites.)

Advanced Vocal Technique PA 47-48: (minor course; two semesters) The vocal equivalent of PA 43-44, this course emphasizes performance of all vocal styles, from madrigals, motets, the classical repertoire, to Broadway and jazz standards. (Audition required.)

Performance — Dance PA 51-52: (minor course; two semesters and **Performance — Instrumental PA 53-54:** (minor course; two semesters) and **Performance — Voice PA 55-56:** (minor course; two semesters) If private lessons are accompanied by four practice sessions per week and by graded participation in one of the Academy's performing groups, a half-credit is earned and recognized in the academic program.

Private Lessons: Individual weekly lessons on most instruments, voice, and dance are available at approximately $105 per quarter. Most orchestral instruments, piano, and organ are possibilities. Lessons may be studied without being involved in the Performance courses for credit.

Theatre PA 61: (FALL or SPRING; half-credit) This course meets four times per week. The focus is per-

formance: reading prose and poetry aloud, building a character, developing a scene or short play with other actors. We will study the principles of mime, movement, voice, language, the vocabulary of the stage, sets, audience/performer relationship, even basic directing. Class time will be spent on exercise in these areas, on rehearsal and on performance. The goals of *Theatre* are twofold: 1) the development of self-confidence and ability in the student; and 2) the development of awareness of and sensitivity to the art of the drama. (Limited to one section each semester)

Independent Study in Performing Arts PA 91-92: (minor course; two semesters) Individual study in a topic as arranged by the student in consultation with an instructor from the department *prior* to June 1, 1986.

RELIGION DEPARTMENT

Spiritual Biographies RL 22: (SPRING; half-credit) Biographies which examine the wide spectrum of our world's religions will be read to reach an understanding of religious experiences. Among the biographies read will be Mohandas Gandhi, Albert Schweitzer, Siddhartha, Martin Luther King, Jr., and Mother Teresa of Calcutta. Through the reading of others' life stories and the writing of the student's own, the course will help define "religion" in his or her own life.

Ethics and the Self RL 25: (FALL; half-credit) This course is a look at the decision-making process and its application to a variety of social and personal issues. Such issues as prejudice, poverty, death, personal identity, and values clarification will be considered. Papers on these topics will be required throughout the year.

Old Testament Literature RL 31: (FALL or SPRING; half-credit) This course will consider the major themes and stories of the Old Testament. It will deal with early Jewish history and theology. Connections will also be made between Old Testament and New Testament events and theology. Throughout the course, in addition to the Bible itself, other related books will be read and discussed.

New Testament Literature RL 35: (FALL or SPRING; half-credit) This course will consider the events and theology of the New Testament. It will deal with the life of Jews and the development of the early church in the Mediterranean world. Connections will be made between Old Testament and New Testament events and theology. In addition to the Bible itself, other related books will be read and discussed.

Independent Study in Religion RL 91-92: (minor course; two semesters) It requires planning with and written consent of a Religion Department instructor at the time of registration; i.e. *prior* to June 1, 1986.

SPEECH

Speech SK 41: (FALL; half-credit) and
Speech SK 42: (SPRING; half-credit) This course is designed to train students to think and to express themselves coherently and forcefully in front of an audience. Group critiques are part of the sessions. The course is held twice per week for one semester. Placement in semesters is done randomly, although students may signify their preference at registration time. (Required of **ALL** seniors.)

Extra Help and Tutoring

Extra Help — The Governor Dummer faculty goes out of its way to provide short-term extra help to any student. Here it is "uncool" and unwise not to avail oneself of this extra resource. In fact, faculty may insist upon ninth- and tenth-graders — even new eleventh-graders — meeting with them for clarification and suggestions, and they stand ready and willing to assist eleventh- and twelfth-graders who take the initiative to seek their guidance. Conference periods, mutually-free periods, as well as evenings are all good times to help oneself master a sticky subject or to catch up after an absence.

Tutoring — The GDA Chapter of the Cum Laude Society manages a student-to-student tutoring service in which strong, older students make themselves available to help other students. This

can sometimes supplement extra-help sessions with the teacher.

Good private tutors are few, sometimes non-existent in some subjects, but the Academy can sometimes arrange for one on a contractual basis. What tutors are available must be reserved for those in greatest need. The Academy will not sanction the use of a private tutor unless the teacher first finds that normal extra-help sessions are insufficient. Even while tutoring privately, the student must maintain extra contact with the teacher.

Reading & Study Skills Enrichment (non-credit) The Academy will enlist the services of an outside agency to provide, for a fee, an enrichment course in improved reading proficiency and study skills. The course is designed to be helpful to every student, no matter what his current capabilities. Particular information will be broadcast in early October. Of course, these skills are taught in all parts of the formal curriculum by our own faculty and advisors who have been trained to support the efforts of this outside agency.

Remedial Work — The Academy does not have the specially-trained staff and facilities to provide remedial or developmental work as that term is usually understood.

Professional Testing and Tutoring Specialists — Occasionally the faculty will find reason to recommend to a family that a specialized educational evaluation be carried out. This extra documentation is required whenever a waiver of a normal graduation requirement is being considered. When the findings suggest retaining a specially-trained tutor to support the student, the Academy will endeavor to help locate such a resource. Experience says that this is not easy, however.

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Steven Kasnet '62
Manchester

Pamela J. McElroy '74
New York, New York

Howard J. Navins '31
Byfield

Jonathan B. Sendor '74
Chicago, Illinois

William B. Tobey '70
Rockville, Connecticut

FACULTY EMERITI

Edgar Daniel Dunning, 1930-1966
Instructor in Mathematics and Business Manager Emeritus

Thomas McClary Mercer, 1930-1969
Instructor in English Emeritus

A. Macdonald Murphy, 1931-1974
Instructor in English Emeritus

Howard Julius Navins, 1936-1977
Instructor in Latin and Speech Emeritus

Arthur Woodbury Sager, 1930-1969
Instructor in Speech Emeritus

Benjamin Johnson Stone, 1932-1975
Dean of Faculty Emeritus

John James Witherspoon, 1947-1980
Instructor in History, Administration Emeritus

FACULTY 1986-87

Peter Wilkinson Bragdon
Headmaster
Harvard College 1959, B.A.;
Harvard Graduate School of Education 1960, M.A.T.
Appointed July, 1983

David Michael Williams
Department Chairman, History
Franklin and Marshall College 1950, A.B.;
University of Pennsylvania 1951, M.A.
Appointed September, 1951

Douglas Lee Miller '46
Department Chairman, Science; Physics, Speech
Amherst College 1950, A.B.
Appointed September, 1954

William Hartley Sperry
History
Gettysburg College 1950, A.B.;
Duke University 1953, M.A.
Appointed September, 1957

Robert Edward Anderson
Director of Athletics, Biology
Kenyon College 1956, A.B.
Appointed September, 1957

Richard N. Leavitt
Dean of Faculty, Director of Studies, Mathematics
Amherst College 1964, A.B.;
Bowdoin College 1971, M.A.
Appointed September, 1964

Pierre Nino Baratelli
Department Chairman, Languages; French; Director of Humanities Program
University of Colorado 1956, B.A.;
1959, M.A.; University of Dijon;
University of Texas.
Appointed September, 1967

Michael A. Moonves
Director of Admissions
Trinity College 1966, B.A.
Appointed September, 1969

Christopher Edward Harlow
Director of Annual Giving and Alumni Affairs
Juniata College 1963, A.B.;
Rutgers University 1966, M.A.
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Alexander Weld White
Spanish
Trinity College 1967, B.A.;
New York University 1972, M.A.
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French, Spanish
Holy Cross College 1969, B.A.;
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Hollins College 1969, B.A.;
Middlebury College 1970, M.A.
Appointed September, 1972

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Business Manager
McIntosh Business College
Appointed January, 1974

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English, Language Study
Cambridge University (England) 1960, B.A.;
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French, Spanish
Oberlin College 1971, B.A.:
Tufts University 1978, M.A.
Appointed September, 1977

Margaret Lorraine Hager, L/CSW
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Mt. Mary College 1965, B.A.;
Tufts University 1978, M.A.
Appointed September, 1977

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English
Salem State College 1971, B.S.;
1980, M.A.T.
Appointed September, 1977

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Chemistry
Trinity College 1972, B.S.:
Boston University 1976, M.A.
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Colgate University 1972, B.A.;
New England Conservatory of Music 1979, M.A.
Appointed September 1978

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English
Dartmouth College 1975, A.B.;
University of London, 1974;
University of Michigan 1977, M.A.
Appointed September, 1979

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Chemistry, Electricity
Union College 1972, B.S.
Appointed September, 1979

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Princeton University 1953, B.A.;
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Trinity College 1965, M.A.
Appointed September, 1979

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Boston University 1964, B.S.
Appointed September, 1980

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Gettysburg College 1969, B.A.;
University of New Hampshire 1980, M.Ed.
Appointed September, 1980

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Physical Education
University of New Hampshire 1980, B.S.
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Mathematics, Physics
Northeastern University, 1966, A.B.;
Clarkson College 1970, M.S.
Appointed September, 1980

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Biology
Worcester Polytechnic Institute 1969, B.S.;
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San Francisco State University 1977, M.A.
Appointed March, 1981

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English, Drama
Adelphi University 1972, B.A.;
City University of New York 1973, M.A.;
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University of Colorado 1959, B.A.;
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University of Vermont 1969, B.A.
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Mathematics
Potsdam State University 1975, B.A.;
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Librarian
St. John's College 1966, B.A.
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Assistant Headmaster, Associate Director of Admissions, Director of Financial Aid, History
Harvard University 1975, B.A.;
Boston University 1976, M.Ed.
Appointed September, 1984

Elizabeth A. Ruhl
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Gordon College 1978, B.A.,
Northeastern University 1979, M.Ed.
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Mathematics
Norwich University 1971 B.S.;
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M.A. Brown University, May, 1985
Appointed September, 1985

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Boston College 1973, B.A.;
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Episcopal Divinity School 1983, M.Div.
Appointed September, 1986

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Driver's Education

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Math Tutor

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Typing

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Administrative Assistant to the Headmaster and to the Assistant Headmaster

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Receptionist

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Secretary to the Director of Development

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Buildings and Grounds Superintendent

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Assistant Secretary

Charlene F. Patten
Secretary to the Business Manager

Elizabeth C. Perkins
Assistant Bookkeeper

Susan T. Savage
Secretary, College Office

Robert W. Spath, M.D.
Medical Director

Susan True
Assistant Secretary

Patricia Wall, R.N.
Head Nurse

David Weigel
Director of Food Service

THE ALLIES

Governor Dummer is fortunate in having the Allies — an organization of parents, past and present faculty, and friends of the Academy — to help serve its needs and goals. The support of the Allies is reflected in myriad ways: if the Drama Club needs a new pin-spotlight or the English Department wants to bring a special Shakespeare company to campus, the Allies provide funds; if a new club needs help getting off the ground, the Allies find ways of ensuring its start; homemade birthday cakes provided by the Allies mark each student's special day. Most important, members of the Allies serve as a vital link between parents and the school.

Members of the Allies for 1986-87 are:

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Lee Rowan (Mrs. Michael)
Eileen Smith (Mrs. Robert)

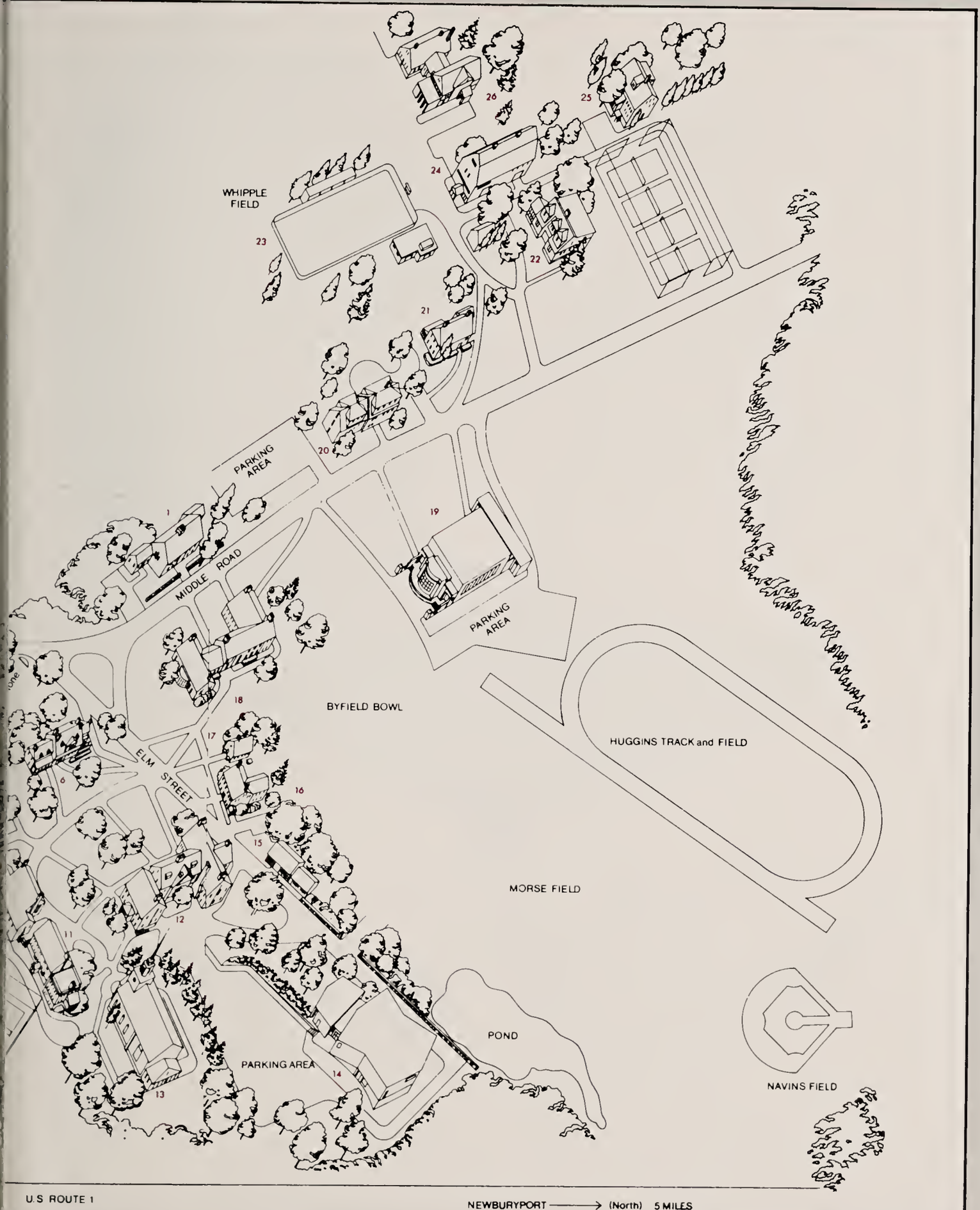
LEGEND

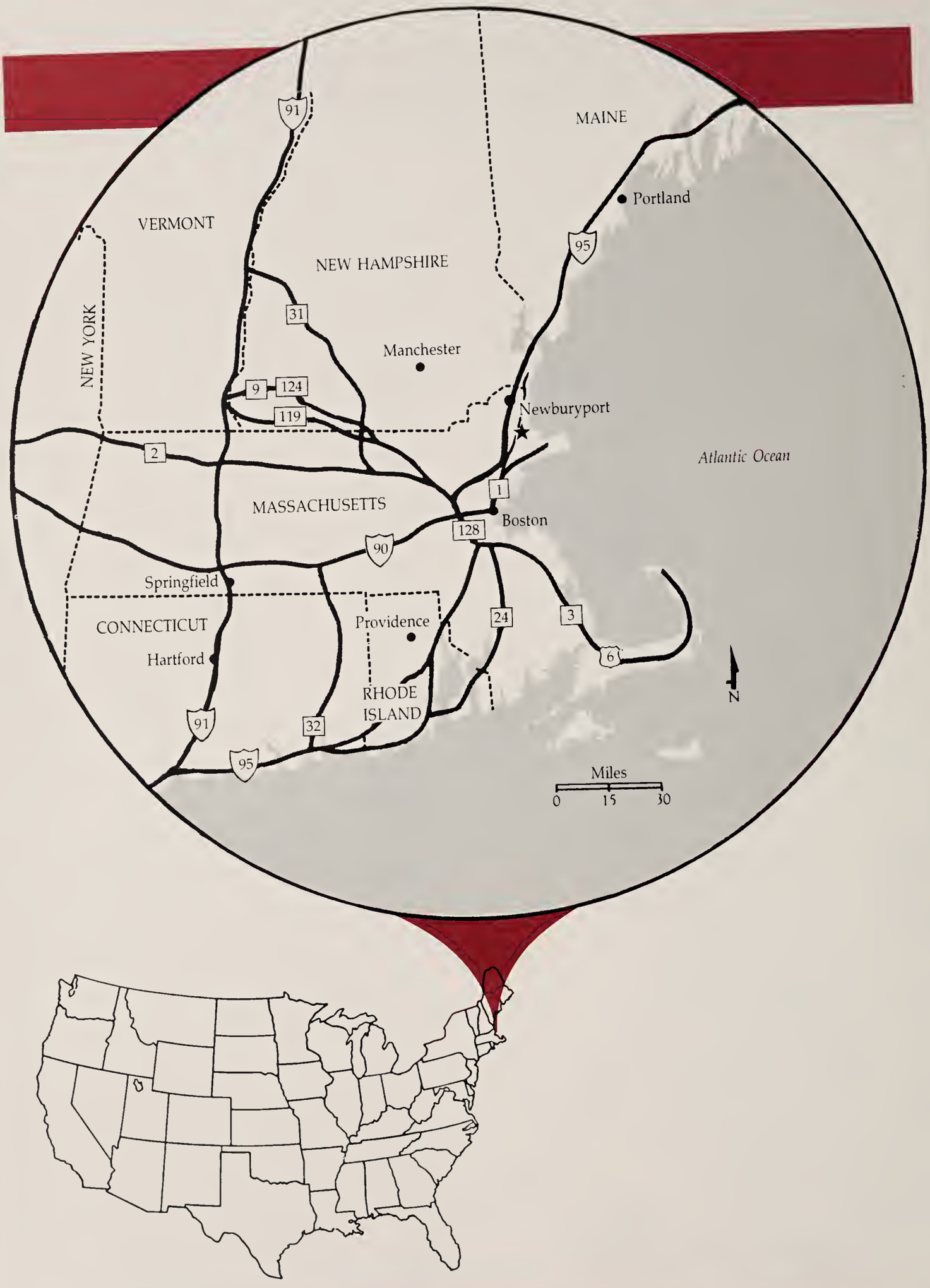
1. French Student Union
2. Ingham House
3. Eames House
4. Parsons Schoolhouse
5. Commons
6. Mansion House
7. Duncan House (Infirmary)
8. Mason Cottage
9. Noyes Library
10. Schumann Science Center
11. Peirce Hall
12. Phillips Building-Admissions
13. Moseley Chapel
14. Thompson Performing Arts Center
15. Kaiser Visual Arts Center
16. Moody House
17. Little Red Schoolhouse
18. Frost Building
19. Alumni Gymnasium
20. Perkins Hall
21. Boynton House
22. Evans Cottage
23. Murphy - Frost Arena
24. The Barn
25. The Farmhouse
26. Maintenance Shops
27. Faculty Houses

GOVERNOR DUMMER ACADEMY

BYFIELD, MASSACHUSETTS
Founded 1763




WHIPPLE FIELD
PARKING AREA
MIDDLE ROAD
PARKING AREA
BYFIELD BOWL
HUGGINS TRACK and FIELD
ELM STREET
MORSE FIELD
POND
PARKING AREA
NAVINS FIELD
1
6
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
U.S. ROUTE 1
NEWBURYPORT ——→ (North) 5 MILES


91
MAINE
Portland
VERMONT
95
NEW HAMPSHIRE
31
NEW YORK
Manchester
9
124
119
Newburyport
2
Atlantic Ocean
1
MASSACHUSETTS
Boston
128
90
Springfield
CONNECTICUT
Providence
24
3
Hartford
6
N
RHODE
ISLAND
91
32
95
Miles
0
15
30

TRAVEL INSTRUCTIONS

The Academy is readily accessible by automobile and by air.

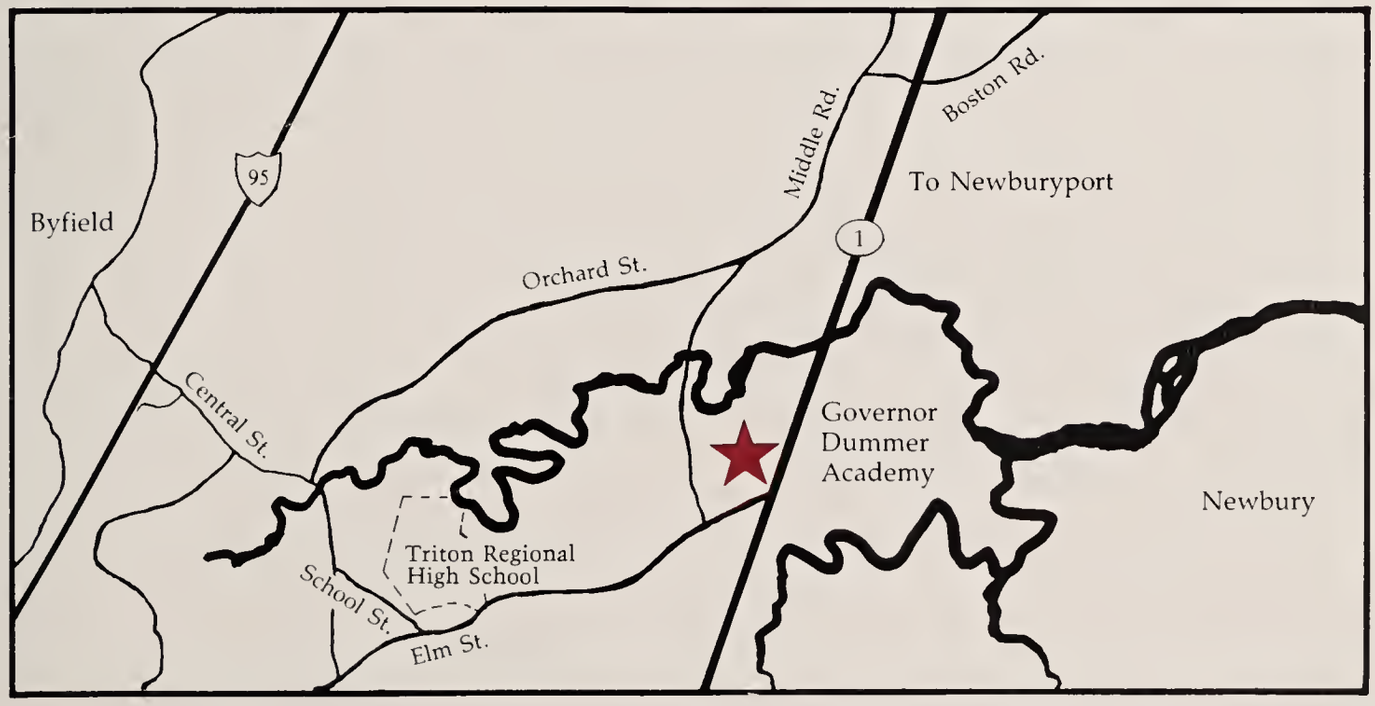
BY CAR: FROM THE SOUTH, take U.S. Route 1 north (35 miles from Boston) three miles beyond the intersection of Route 1 and state Route 133. The sign for Governor Dummer is on the left, at the flashing yellow light. Turn left here onto Elm Street, go under the footbridge, and turn right into the school at the second GDA sign.

FROM THE SOUTH (alternate route), take Interstate 95 to the "Central Street/ Byfield" exit. Bear right off the ramp onto a winding country road that after approximately 2 miles brings you to a stop sign. Turn left, travel another mile, then turn left into the school at the Governor Dummer sign.

FROM THE NORTH, take U.S. Route 1 — 5 miles south of the rotary in Newburyport to the flashing yellow light. The GDA sign will be on your right; turn right onto Elm Street, go under the footbridge, then right again into the school.

BY PLANE: Logan International Airport serves all commercial airlines and is just 33 miles south of Byfield. Private planes may most conveniently land at the Beverly, Lawrence or Plum Island airports.

OTHER MEANS: Buses between Boston and Portland, Maine stop in Newburyport. The closest train stop is Ipswich, from which point cabs are available.



CALENDAR FOR SCHOOL YEAR 1986-87

Opening Days	Monday, September 8 and Tuesday, September 9
Alumni Fall Games	Sunday, September 14
Parents' Weekend	Friday, October 24 and Saturday, October 25
School Holiday	Monday, October 27
Thanksgiving Vacation	Wednesday, November 26 through Monday, December 1
Christmas Vacation	Friday, December 19 through Monday, January 5
Alumni Winter Games	Saturday, January 10
Mid-Year Exams	Monday, January 26 through Thursday, January 29
Winter Weekend	Thursday, January 29 through Sunday, February 1
School Holiday	Monday, February 16
Spring Vacation	Wednesday, March 11 through Monday, March 30
Alumni Spring Games	Saturday, May 30
Final Exams	Monday, June 1 through Thursday, June 4
224th Commencement	Thursday, June 4 and Friday, June 5
Reunion Weekend	Friday, June 12 through Sunday, June 14

GOVERNOR DUMMER ACADEMY
Byfield, Mass. 01922

FINAL APPLICATION FOR ADMISSION

In order to receive consideration, this application must be accompanied by a check payable to Governor Dummer Academy in the amount of $25.00. This is a processing fee and is not returnable regardless of the action taken by the school. We would like to request that you enclose a recent photograph of the candidate. Particularly if there is no opportunity for a personal interview, feel free to include a separate sheet telling us whatever you wish about the applicant's strengths and weaknesses, interests, activities, and health.

Please print or type:

Candidate's full legal name: _____ Sex: Male _____ Female _____

Nickname or named used by family: _____ Exact date of birth: _____

Place of birth: ____ Citizen of what country? _____ Social Security No.: _____

Full name of father _____ Is he living? _____

Full name of mother _____ Is she living? _____

Are parents divorced? ____ Separated? ____ If either, with which parent does the applicant live? ____

Full name of stepfather or stepmother: _____

Names and ages of brothers and sisters: _____

Home address: (Street) _____

(City) _____ (State) _____ (Zip Code) _____

(Telephone Number, Area Code) _____

Father's business address: (Firm name, if any) _____

(Position or Title) _____

(Street) _____

(City) _____ (State) _____ (Zip Code) _____

(Telephone Number, Area Code) _____

Mother's business address: (Firm name, if any) _____

(Position or Title) _____

(Street) _____

(City) _____ (State) _____ (Zip Code) _____

(Telephone Number, Area Code) _____

To which address should bills be sent? _____ School reports and letters? _____

Relatives who attend or who have attended Governor Dummer (Name, Class, Relationship): _____

Financial reference: (Name) _____

(Address) _____

With whom should the Headmaster or Dean communicate in an emergency if the student's immediate family cannot be reached? If a foreign student, please name a person to contact in the United States.

(Name) _____

(Address) _____

(Relationship to the student) _____

(Telephone Number, Area Code) _____

School currently being attended: (Name) _____

Current class: _____ (Address) _____

(Telephone) _____

Check class which student would enter:

Freshman (9th grade) _____ Sophomore (10th grade) _____ Junior (11th grade) _____

Check whether applicant is applying as a boarding student _____ or as a day student _____

Application is made for admission in September 19_____ Is scholarship aid necessary?_____

In consideration of the undertaking by the Admissions Office to process this form, the undersigned agrees that the information furnished on this Application for Admission form, together with all information and materials of any kind received by the Admissions Office from any source, or prepared by anyone at its request, shall be completely confidential and shall not be disclosed to anyone, including the candidate and his/her family, except that the Director of Admissions may, for official purposes in his discretion, disclose any part of all thereof to such person or persons as he deems advisable.

Signature of parent or guardian: _____ Date _____

This application and the non-refundable $25 fee should be returned to:
Director of Admissions, Governor Dummer Academy, Byfield, Massachusetts 01922.
All other necessary admissions forms will be mailed to the candidate at the appropriate time, but not before November 15.

Governor Dummer Academy does not discriminate on the basis of race, color, religion, or national and ethnic origin in administration of its school programs.


Governor Dummer



GOVERNOR DUMMER ACADEMY
BYFIELD, MA 01922
617-462-6643